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ABSTRACT

Intended for use by secondary school English teachers and school librarians, this teaching guide provides lesson plans for instruction pertaining to library and research skills. The first section presents lessons to improve library skills. The five lessons cover (1) the organization and arrangement of the library, (2) the card catalog, (3) reference materials and indexes, (4) parts of books, and (5) developing a bibliography. Appendixes contain examples of front and back matter, reference materials, and tables and graphs referred to in the lessons. Section two presents lessons to improve critical reading skills. The 12 lessons are designed to develop students' ability to distinguish between fact and opinion, identify propaganda and persuasion, predict plausible outcomes from a written passage, identify explicit and implicit cause and effect in written passages, and identify the author's point of view in written passages. The third section contains lessons for a research paper project and an example of a model research paper, while the fourth and fifth sections provide lessons to improve composition and practical writing skills, including organizing paragraphs, correction marks, applications and forms, and business and personal letters. Appendixes in the fifth section include examples of forms and letters. (HTH)

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# A WRITING
# AND
# RESEARCH GUIDE

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DECEMBER 4, 1984

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## Preface

Recent reports in the media address the lack of writing skills for high school youth. In answer to this concern, the West Hardin High School faculty has prepared this excellent writing handbook.

Teachers of English as well as school librarians will find this volume helpful, for the writers have been able to simplify a complex subject. Therefore, the consumers of this text will find a wealth of teaching strategies for instruction pertaining to library and research skills.

The authors and editor of this work would like to thank the Carnegie Foundation for providing funds to make this project possible. Also, we would like to thank Mr. Bill Kelley, Principal of West Hardin High School, who gave of his time so that the writers could secure this Carnegie Grant. Finally, the authors would like to dedicate this volume to the students of West Hardin High School. May each student grow in the art of written English.

November 1, 1984

Dr. Ernest G. Thro, Editor
Hardin County Schools
Elizabethtown, Kentucky 42701

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Sincerely,

Carl E. Younger
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Editor

CEY:ga

The Lantz Office
555 Seventh Avenue
New York, New York 10106
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With all best wishes.

Yours sincerely,

Joy Harris

JOY HARRIS

JH/rk

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Audrey R. Wolf/1000 Potomac Street N.W./Washington D.C. 20007/202-333-2702

A Talent and Literary Agency

TABLE OF CONTENTS

SECTION ONE - LIBRARY SKILLS

A. Organization and Arrangement of Library . . . . . 1

B. Card Catalog. . . . . 6

C. Reference Materials and Indexes . . . . . 16

D. Parts of Books. . . . . 26

E. Bibliography. . . . . 37

Appendix A - "The Complete Guide to Everyday Law" . . . . . 38

Appendix B - "Bury My Heart at Wounded Knee". . . . . 52

Appendix C - "From Slavery to Freedom". . . . . 63

Appendix D - "Producing Hit Records". . . . . 72

Appendix E - "The Headly Treasure of Bibelots and Boxes". . . . 84

Appendix F - "Tobacco". . . . . 88

Appendix G - "Selected Tables and Graphs" . . . . . 93

SECTION TWO - CRITICAL READING SKILLS

Introduction. . . . . 1

A. Objective One: The student will be able to distinguish between fact and opinion. . . . . 4

B. Objective Two: The student will be able to recognize propaganda and persuasion within written material . . . . . 5

Objective Ten: The student will be able to identify the author's purpose in a written passage . . . . . 5

C. Objective Three: The student will be able to recall (identify) explicitly stated character motives from a written passage . . . . . 9

Objective Four: The student will be able to predict (identify) plausible outcomes from a written passage. . . . 9

Objective Seven: The student will be able to identify through inference a character's motives from a written passage . . . . . 9

D. Objective Five: The student will be able to locate (identify) verifying facts from a written passage to support a statement. . . . . 15

E. Objective Six: The student will be able to identify explicitly stated cause and effect in a written passage . . . . . 17

F. Objective Eight: The student will be able to identify the unstated cause from the given effect. . . . . 18

G. Objective Nine: The student will be able to identify the unstated effect from the given cause. . . . . 20

H. Objective Eleven: The student will be able to identify the point of view that the author uses in writing a passage . . . . . 24

I. Objective Twelve: The student will be able to detect bias in a written passage . . . . . 25

Bibliography. . . . . 28

SECTION THREE-RESEARCH SKILLS

Introduction. . . . . 1

A. Choosing a Topic. . . . . 3

B. Developing a Thesis . . . . . 7

C. Taking Notes. . . . . 8

D. Organizing the Material . . . . . 9

E. Footnoting the Material . . . . . 10

F. Organizing a Bibliography . . . . . 11

G. Compiling the Final Report. . . . . 12

Bibliography. . . . . 13

Appendix Section - A Model Research Paper . . . . . 14

SECTION FOUR - COMPOSITION SKILLS

Introduction. . . . . 1

A. Writing Clear and Concise Sentences . . . . . 3

B. Writing Well Organized Paragraphs . . . . . 6
C. Developing Longer, More Comprehensive Essays. . . . . 9
D. Basic Writing Tips. . . . . 13
E. Correction Marks. . . . . 14
Conclusions . . . . . 15
Bibliography. . . . . 16

SECTION FIVE - PRACTICAL WRITING SKILLS

A. Applications and Forms. . . . . 1
B. Personal Correspondence . . . . . 2
C. Business Letters. . . . . 6
D. Resume. . . . . 17
Bibliography. . . . . 19
Appendix A - Applications and Forms . . . . . 20
Appendix B - Examples of Personnel Correspondence . . . . . 27
Appendix C - Examples of Business Letters . . . . . 39
Appendix D - An Example of a Resume . . . . . 44

# SECTION ONE: LIBRARY SKILLS

BY

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OCTOBER 17, 1984

I. Library Skills

A. Organization and Arrangement of Library

A library contains information on most of the matters that modern man has found worthwhile to know. To avail oneself of this vast store of knowledge, one must have a clear idea of the contents of the library and know how libraries are arranged. Libraries are sufficiently alike so that once you are familiar with one library, you can find your way in others.

Books are arranged in libraries according to a classification system. Classification simply means putting the same kind of things together so that they can be located easily. The main purpose of the library classification system is to enable the student to find books on the shelf quickly. Books are given call numbers that indicate their position on the shelves. One might say that the call number is the book's address. The call number appears on the spine of each book and on all catalog cards for that book.

Most libraries arrange books according to two groups, fiction and nonfiction. Books of fiction, novels or stories that come from an author's imagination, have a separate section in most libraries. These books are arranged alphabetically by author's last name and are marked with the letter E for fiction. Non-fiction books, books that are factual, are arranged according to the Dewey Decimal Classification System.

This system is a numbering system for classifying books in the library. Each book is given a number based on its subject matter. There are ten major classifications, and within each major classification there are unlimited subdivisions.

In some libraries books may be grouped into other special collections. These include the following:

Biography: Individual biographies are often given the special classification number 92 and then arranged alphabetically by the last name of the subject of the book; for example, a book about Abraham Lincoln would have the call number 92 LIN.

Reference: Reference books, such as dictionaries, encyclopedias, almanacs, and atlases, are often kept in a separate section of the library. They are given a regular Dewey Decimal Classification number, but the letter R is placed above the number; for example, R 973. AME

Kentucky: Books by Kentucky authors or about Kentucky are often kept in a special section. These books have regular call numbers with a KY above the number; for example, KY 969. GIL

Story Collection: These are fiction books that contain several short stories within the book. They are arranged alphabetically by author or editor and have the letters SC above the author letters; for example,

SC
FEN.

## Organization and Arrangement of the Library
## Lesson One

Before you use the library, you should survey the layout and locate the areas where different materials are kept. For this lesson draw a diagram of the library that you will be using.

In this lesson you will review the organization and arrangement of materials in the library. Think about the following terms and how they can help you find library materials. Then use them to fill in the blanks in the questions.

| | |
|---|---|
| story collection | classification |
| 92 | F |
| EIS | FEL |
| call number | non-fiction |
| R | 599 |
| 031 | ADA |
| ENC | |
| fiction | Dewey Decimal System |

1. Call number is the same as the book's address. It is located on the spine of the book and on the catalog cards.

2. Classification means putting the same kind of things together so that one can find them quickly.

F

3. FEL is an example of a call number for a fiction book.

4. Fiction books are arranged on the shelves alphabetically by the author's last name.

R
031

5. ENC is an example of a call number for a reference book.

92

6. EIS is an example of a call number for a biography.

7. Non-fiction books are grouped by the subject that the book is about. Each book is given a number based on its subject and is arranged in numerical order on the shelves.

599

8. ADA is an example of a call number for a non-fiction book.

9. Story collection is a group of fiction books that contain several short stories within the book.

10. Dewey Decimal System is a numbering system for classifying books in the library in which each book is given a number based on its subject matter. There are ten major classifications.

The Dewey Decimal Classification is a numbering system for classifying books in the library. There are 10 major classifications. Using the 10 major Dewey Decimal classifications as listed below, indicate what call number would probably be given to the titles listed. What is the general subject that each book is about?

Dewey Decimal Classification: First Summary

000-099 General Works
100-199 Philosophy & Psychology
200-299 Religion
300-399 Social Sciences
400-499 Language
500-599 Pure Science
600-699 Applied Science
700-799 Fine Arts & Recreation
800-899 Literature
900-999 History & Geography

| | Classification Number | Subject | |
|---|---|---|---|
| 1. | 800-899 | Literature | Poems of Emily Dickinson |
| 2. | 100-199 | Psychology | E.S.P. |
| 3. | 700-799 | Fine arts or Art | Artistry in Stained Glass |
| 4. | 300-399 | Law or Social Sciences | You and the Law |
| 5. | 500-599 | Pure Science or Astronomy | Elements of the Universe |

| | Classification Number | Subject | |
|---|---|---|---|
| 6. | 900-999 | History | The Great Depression and World War II |
| 7. | 700-799 | Recreation or Sports | Be a Winner in Tennis |
| 8. | 300-399 | Social Sciences or Government | The Supreme Court & the Constitution |
| 9. | 900-999 | Geography | Canada's Wilderness Land |
| 10. | 400-499 | Language | Cassell's Spanish Dictionary |

## Lesson Two

The Dewey Decimal System's ten categories are represented in the boxes below. Locate one example of a book that falls into each category. Then write the title, author, and exact call number of each book in the spaces provided. Just for fun, fill in the amount of time it took you to find each book. (Start counting from the time you leave the card catalog and stop when you take the book off the shelf.)

| | |
|---|---|
| 000-009 General Works (reference books)<br><br>Answers Vary<br><br>Time: | 100-199 Philosophy and Psychology<br><br>Time: |
| 200-299 Religion and Mythology<br><br>Time: | 300-399 Social Sciences (Customs, laws, educational methods, occupations, etc.)<br><br>Time: |
| 400-499 Languages<br><br>Time: | 500-599 Pure Science (Math, astronomy, chemistry, nature study, etc.)<br><br>Time: |
| 600-699 Technology (Medicine, aviation, engineering, home economics, etc.)<br><br>Time: | 700-799 Fine Arts; Recreation (Architecture, painting, sports, music, dancing, hobbies, etc.)<br><br>Time: |
| 800-899 Literature (poetry, plays, essays, criticisms, speeches, letters, etc.)<br><br>Time: | 900-999 History (Geography, travel, biography, ancient and modern history)<br><br>Time: |

"Library Language," Campus Skills Notebook. New York: Scholastic Magazines, 1979.

B. Card Catalog

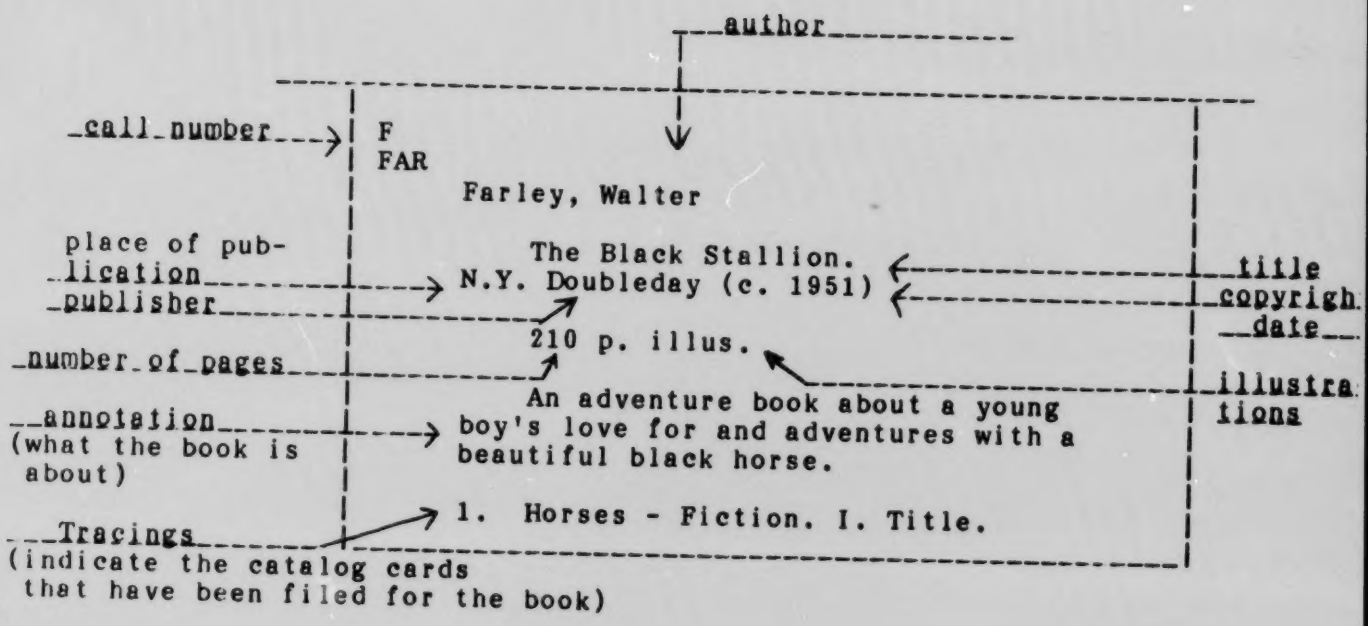
The card catalog, which is an alphabetical list of all of the books in a library, is the index to the library collection. The index of a book and the card catalog are very much alike. Whereas the index of a book is used to find out if a fact is in a book and if so, what page it is on; the card catalog is used to find out if a book is in the library and if so, what part of the library it is in.

All of the drawers in a card catalog are labeled to show what cards can be found in each drawer. Guide cards with projecting tabs aid in locating cards within each drawer.

There are three main types of cards in the card catalog. The author card answers the question, "Does the library have a book by a certain author?" The title card answers the questions, "Does the library have a book of a specific title?" The subject card answers the question, "Does the library have any books on a particular subject?"

There are also two types of cross reference cards in the card catalog. If a student looks up a subject heading not used in the library, a "see" card refers the student to a subject that is used. A "see also" card refers the student to an additional source or sources where information may be found. It indicates that there is information where one is looking but there may be additional information under other topics.

Each catalog card contains complete bibliographical material.




Hints for using the card catalog:

1) No matter what information is needed, author, title, or subject, the information will be found in alphabetical order.

2) If the title of a book is known, the book will be found under the first word of the title (not "a," "an," or "the").

3) If the author of a book is known, the book will be found under the author's last name.

4) If books on a specific subject are needed, they will be found as they would be in an encyclopedia. (All subjects are in capital letters or red type.)

5) The most important information on each catalog card is the call number. It is located in the upper left-hand corner of each card, and it tells where the book is located in the library. The call number should be written down on a slip of paper to aid in locating the book.

## Lesson Three

In this lesson you will review the use of the card catalog. Think about these terms and how they can help you in using the card catalog to locate materials in the library. Then use these words to fill in the blanks in the questions.

| | |
|---|---|
| card catalog | author |
| guide cards | see cards |
| alphabetical | see also cards |
| title | subject |
| call number | copyright date |

1. You can locate books in the library by looking them up in the card catalog by author, title, or subject.

2. The call number is the same as the books address. It is located on the spine of the book and in the left hand corner of all of the catalog cards for a book.

3. The copyright date is given after the name of the publisher on a catalog card. It is important to note this on the catalog when looking for recent information.

4. The card catalog is the key to the library collection like the index is the key to a book.

5. Guide cards are thick or heavy cards interspersed between catalog cards. They extend above other cards and aid in locating cards within each drawer.

6. See also cards refer by notation or direction from one place to another where related or additional material may be found.

7. See cards are cards on which reference is made to show where information will be found on the topic one desires. They indicate that there is nothing on the subject where one is looking but one should look in the place cited.

8. All the cards in the card catalog are arranged in one alphabetical order.

## Lesson Four

### Using The Card Catalog

| | | | |
|---|---|---|---|
| A-As | At-Bo | Bp-Ce | Cf-Dof |
| Dog-El | Em-Ez | F-G | H-I |
| J-K | L | M-Mad | Mae-Mow |
| Mox-Pef | Peg-Q | R | S-Sec |
| Sed-T | U-ur | Us-Vam | Van-Z |

1. In which drawer of the card catalog would you look for titles, authors, or subjects that begin with the following abbreviations, words, or numbers?

(title) Dr. Kildare Cf-Dof

(title) Jokes J-K

(title) 2001 Sed-T

(author) Edna Ferber F-G

(author) Allen McNutt M-Mad

(subject) Mt. Joy Mae-Mow

(subject) An Ape A-As

(title) Years of Van-Z

(title) The American A-As

(subject) U. S. History U-Ur

(title) Celia Garth Bp-Ce

(title) Prices Peg-Q

2. Look up the following subjects in the card catalog. Check the cross references. If you don't find cross references, think of another heading. List other subject headings under which you might look in the card catalog to find books related to the subject.

| | | |
|---|---|---|
| Rattlesnakes | Answers vary | |
| Trains | | |
| Car racing | | |
| Sports | | |
| Civil War | | |

3. If you were writing a paper and were looking for information about hunting in the card catalog, and under "hunting" you found several books listed, one of them having the call number 799.2 and one of them having the call number F, NEW KJE which of these two books would you want to look in for information?

4. Does your library have these books? Give the call number and author and indicate what guide word was in front of this entry.

| | Call # | Author | Guide Word |
|---|---|---|---|
| The Outsiders | F HIN | S. E. Hinton | Our |
| Daughter of the Legend | F STU | Jesse Stuart | Dana |
| Leaves of Grass | 811 WH | Walt Whitman | Latin Language |
| Glory Road | 973.7 CAT | Bruce Cotton | Girl Scouts |
| Buried Alive | 92 JOP | Myra Friedman | Building |

5. Give the title Answers vary _____ author _____ and copyright date _____ of any book about George Washington.

6. Does your library have any books written by Ernest Hemingway? Write the titles and call numbers of three of his books.

Answers vary _____ _____

_____ _____

_____ _____

7. Does the library have any books about the solar system? Give the titles and call numbers of two of them.

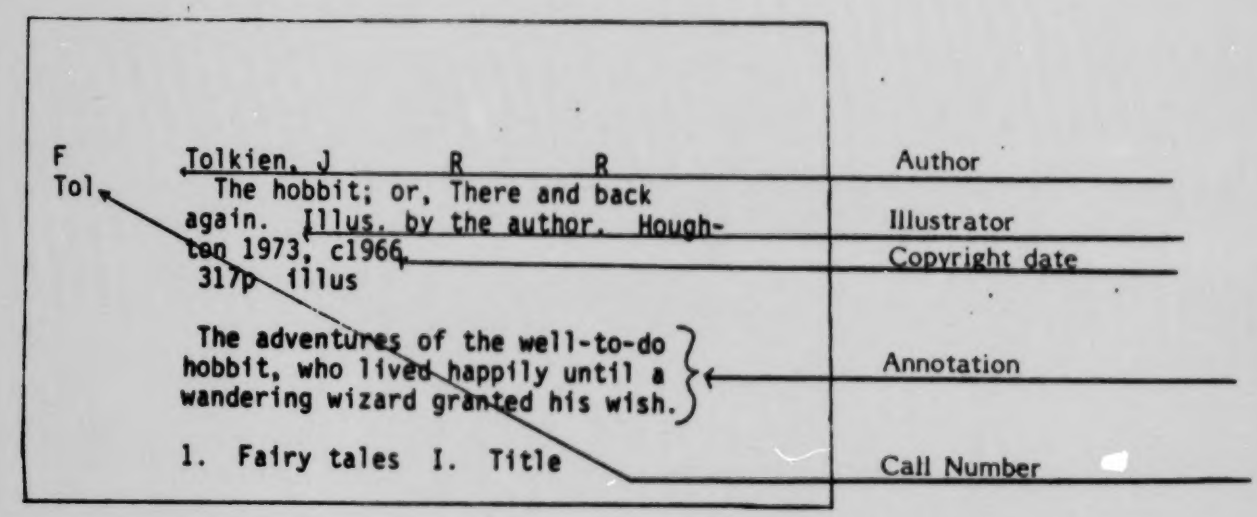
Answers vary _____ _____

_____ _____

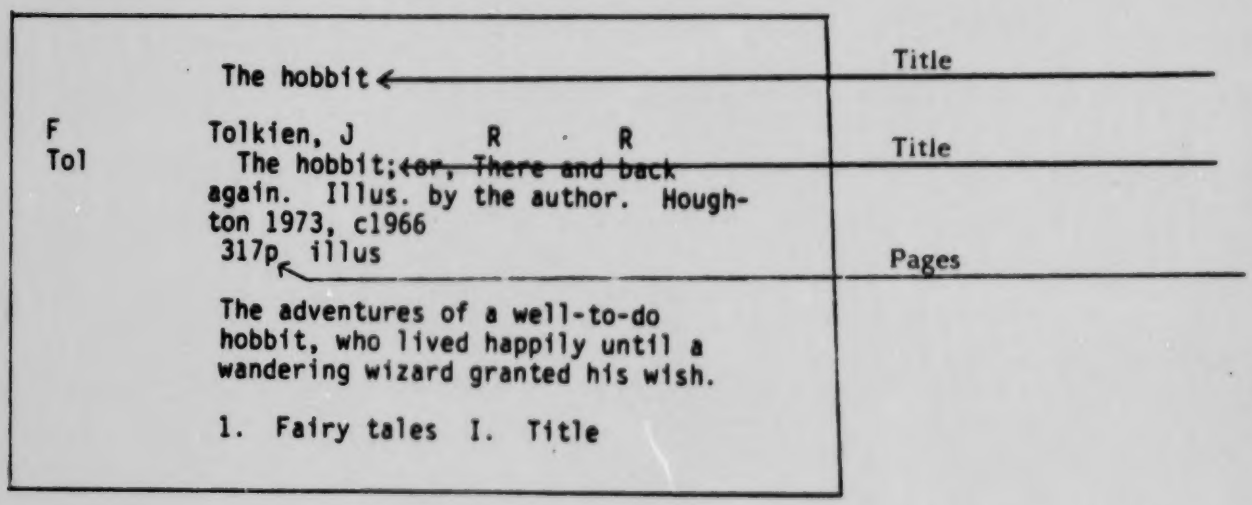
8. Locate the books listed below by looking them up in the card catalog. Write down the call numbers, then find the books on the shelf.

| | |
|---|---|
| Giant (title) | F FF |
| Baseball (subject, any book) | 796.347 |
| Janice Holt Giles, (author, any book) | F GIL |
| Years of Madness (title) | 937.7 WO |
| James A. Michener (author, any book) | F MIC |
| Flags (subject, any book) | 929.9 |

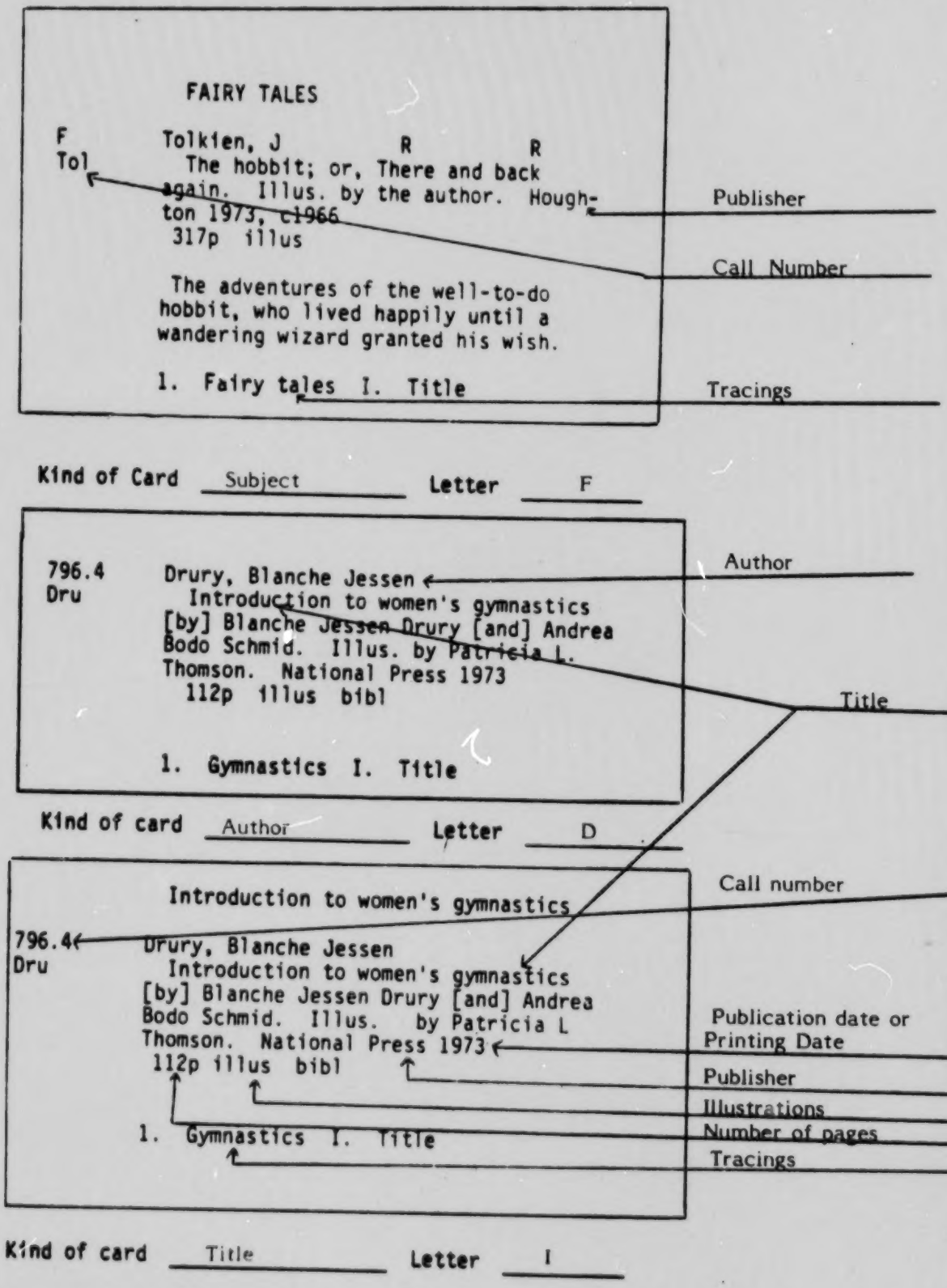
Identify the parts of these catalog cards, and on the lines below each card tell what kind of card each card is, and what letter of the alphabet each would be filed under.

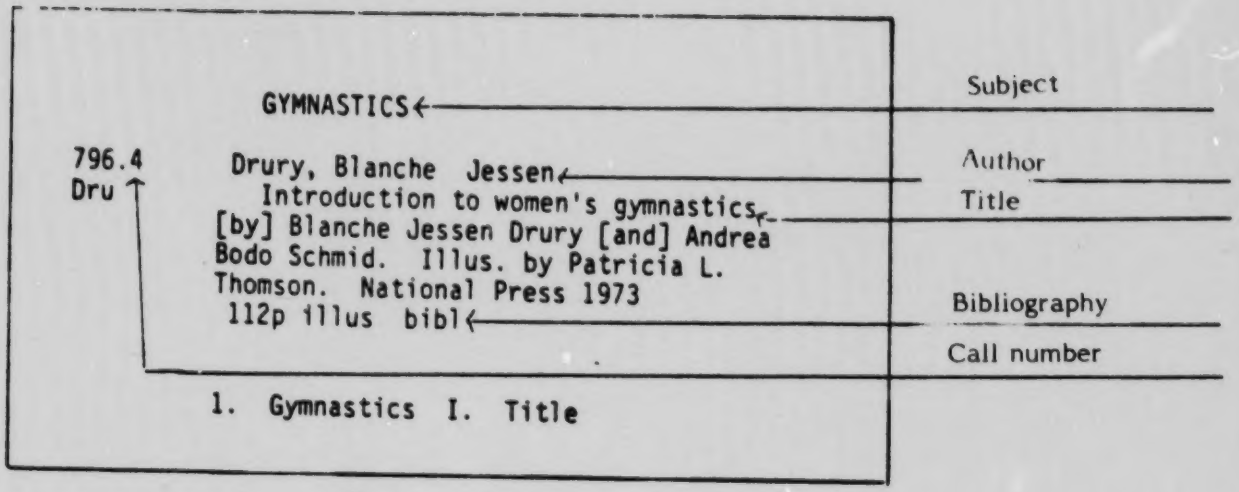

F
Tol
Tolkien, J R R
The hobbit; or, There and back again. Illus. by the author. Houghton 1973, c1966
317p illus
The adventures of the well-to-do hobbit, who lived happily until a wandering wizard granted his wish.
1. Fairy tales I. Title
Author
Illustrator
Copyright date
Annotation
Call Number

Kind of card Author Letter T


The hobbit
F
Tol
Tolkien, J R R
The hobbit; or, There and back again. Illus. by the author. Houghton 1973, c1966
317p illus
The adventures of a well-to-do hobbit, who lived happily until a wandering wizard granted his wish.
1. Fairy tales I. Title
Title
Title
Pages

Kind of card Title Letter H


FAIRY TALES
F
Tol
Tolkien, J R R
The hobbit; or, There and back again. Illus. by the author. Houghton 1973, c1966
317p illus
The adventures of the well-to-do hobbit, who lived happily until a wandering wizard granted his wish.
1. Fairy tales I. Title
Publisher
Call Number
Tracings
Kind of Card Subject Letter F
796.4
Dru
Drury, Blanche Jessen
Introduction to women's gymnastics
[by] Blanche Jessen Drury [and] Andrea Bodo Schmid. Illus. by Patricia L. Thomson. National Press 1973
112p illus bibl
1. Gymnastics I. Title
Author
Title
Kind of card Author Letter D
Introduction to women's gymnastics
796.4
Dru
Drury, Blanche Jessen
Introduction to women's gymnastics
[by] Blanche Jessen Drury [and] Andrea Bodo Schmid. Illus. by Patricia L Thomson. National Press 1973
112p illus bibl
1. Gymnastics I. Title
Call number
Publication date or Printing Date
Publisher
Illustrations
Number of pages
Tracings
Kind of card Title Letter I




**Kind of card** Subject **Letter** G

SKILL EXTENDER

THE CARD CATALOG 2-4
(from the series Using the Library
(Society for Visual Education, 1978

THE CATALOG CARD:
Besides providing a call number to help you locate the book you want, a catalog card supplies other information that may aid in your research. The date of publication, for example may tell you that the book was published too long ago to be useful for your needs. To help you become familiar with the information on catalog cards, study the card reproduced on this sheet and then answer the questions below.

F

London, Jack, 1876-1916
The son of the wolf; tales of the far North.
London, Arco Publications, 1962.
190 p. 19 cm.

CONTENTS: The white silence.— The son of the wolf. — The men of forty-mile. — In a far country. — To the man on trail. — The priestly prerogative. — The wisdom of the trail. — The wife of a king. — An odyssey of the north.

1. What is the subtitle of Jack London's book? Tales of the Far North

2. How Old was Jack London when he died? 1916 40

3. Is Jack London's story "The Water Baby" included in The Son of the Wolf?
No

4. What is the meaning of the letter F on the card for The Son of the Wolf?
Fiction

5. Where in the catalog could you find another card for Jack London's book?
S - Son of the wolf

6. Where would you look for The Son of the Wolf in the library?

Fiction section

7. How many stories are contained in The Son of the Wolf? 9

8. Who published The Son of the Wolf, and what was the date of the edition?
Arco, 1962

9. Give the height of this edition of The Son of the Wolf.

19 cm

C. Reference Materials and Indexes.

In seeking information for school work or in just satisfying one's own personal interests, much time and effort is often wasted by not knowing where to find information. If information on a specific subject is needed, the best place to look is often in a reference book. These are books which are primarily intended to be consulted or referred to by people seeking such specific information. Students will often be more successful if they know which reference book is the best source of the information needed.

Principal Reference Books:

1) Encyclopedia - A general encyclopedia, one of the most important reference books, provides a wealth of information on a variety of subjects. Generally following an alphabetical arrangement, encyclopedia articles give a general overview of each subject. An encyclopedia is always a good place to start when seeking information because articles include cross-references to other materials. These new references may provide additional information. Further, encyclopedia articles often include bibliographies which may serve as ready-made booklists for in-depth research on a subject.
Students should remember, however, that the encyclopedia should only serve as a beginning to more in-depth research. In addition to general encyclopedias, there are many specialized encyclopedias.

2) Almanacs and Other Yearbooks - Almanacs and other yearbooks, which are published on a yearly basis, should be consulted when seeking facts and statistics for a given year on general subjects such as sports, news events, politics, etc. Examples of other yearbooks include encyclopedia yearbooks, Statesman's Yearbook, and statistical abstracts.

3) Atlases - An atlas is primarily a book of maps. It also includes charts and factual information about people, products, topography, climate, and places of interest. Students should be careful to choose up-to-date atlases because the world is changing so rapidly that only recent atlases will be accurate.

4) Biographical References - Biographical reference books serve as a good source of information on people of the past and present.

5) Dictionaries - A dictionary is an alphabetically arranged book of words. It should be used as the primary source when a student is seeking information on spelling, pronunciation, syllable division, and origin of words. There are many types of dictionaries covering such fields as language, medicine, music, computer technology, and geography.

Two kinds of general dictionaries are the abridged and the unabridged. The abridged dictionary, or desk dictionary, is the most commonly used type of reference.

It does not contain all of the words in a language or all of the definitions for each word. Further, the definitions are brief. An unabridged dictionary, on the other hand, is a very large dictionary, usually found on a stand in a library. It is a complete dictionary which contains all of the words in a language, all of the uses for each word, and the etymology or history of each word.

There are many good dictionaries in the library. The student should think about what type of information and how much information he is seeking before selecting a dictionary.

Other special resources that might be consulted in a student's search for information are the vertical file and periodicals such as newspapers, magazines, and bulletins.

The vertical file, or information file, is a collection of information that is kept in folders in filing cabinets. The folders are filed alphabetically by subject and contain small material such as clippings, pamphlets, and small pieces of realia. Material in the vertical file is listed in the card catalog. When a student needs information from the vertical file, he should ask the librarian to get the material from the file.

When seeking information from periodicals or anthologies, special indexes must be consulted to aid in locating specific subjects. There are many excellent indexes that serve as keys to unlock individual poems, essays, stories, articles, or plays from various collections, but the index that is used most often in libraries is the Reader's Guide to Periodical Literature.

SKILL EXTENDER

REFERENCE MATERIALS 4-1
(from the series Using the Library)

THE REFERENCE COLLECTION:
The reference section of the library contains a wide range of books that are designed to be referred to for specific pieces of information. Dictionaries, atlases, encyclopedias, and indexes are sone of the materials generally found in a reference collection. To become more familiar with your library's collection, do the following assignment. For each of the numbered items, give the name of a publication, the author or editor, publisher, and city and date of publication.

1. two sets of general encyclopedias

a) Answers vary

b) _____

2. a specialized encyclopedia (devoted to a single subject or field)

_____

3. an unabridged English dictionary _____

4. a specialized dictionary (devoted to a single subject field)

_____

5. two foreign language dictionaries

a) _____

b) _____

6. a world atlas _____

7. a regional or national atlas _____

8. a gazetteer or geographical dictionary _____

9. a universal biographical dictionary (all countries, all time periods)

_____

10. a national or regional biographical dictionary

_____

11. an occupational biographical dictionary (limited to people in a particular field)

_____

12. an almanac _____

## REFERENCE BOOK KNOW-HOW

The key to making good use of your time in the library is to know exactly which reference book to use for which research. Familiarizing yourself with books on the reference shelves can give you a head start on all types of school assignments. Here are the references you're most likely to need:

A. ENCYCLOPEDIAS. Brief, general information on all branches of knowledge. Good summary articles, but not very current.

B. ALMANACS AND YEARBOOKS. Up-to-date facts and figures on subjects of general interest, including sports, news events, celebrities, and politics.

C. BIOGRAPHICAL DICTIONARIES. Short summaries of the lives of famous people.

D. ATLASES. Maps of countries plus charts and factual information about their people and products.

E. DICTIONARIES. Primary sources for spelling, pronunciation, syllable division, and meaning of words.

F. READERS' GUIDE TO PERIODICAL LITERATURE. Lists of current and past magazine articles pertinent to many specific subjects.

Test your reference book know-how. Choose one or more of the sources listed above where you're most likely to find the following pieces of information:

1. Recent information on the 1980 Olympics Yearbook, Almanac, and Readers Guide
2. General history of the Girl Scouts Encyclopedia
3. 1976 Census figures Almanac or Yearbook, possibly Atlas
4. Birthdate of Muhammad Ali Biographical Dictionary, Encyclopedia, Almanac or Yearbook
5. Recent research on the effects of vitamin C Readers' Guide, Yearbook
6. Information about insects Encyclopedia
7. The pronunciation and spelling of the word "fortuitous" Dictionary
8. The climate of Perth, Australia Encyclopedia, Atlas
9. John Travolta's hometown Biographical dictionary, Readers' Guide
10. The seating capacity of the Houston Astrodome sports arena Almanac
11. The nearest body of water to Entebbe, Uganda Atlas, Encyclopedia
12. Another acceptable spelling for the word ketchup Dictionary

"Reference Book Know-How." Campus Skills Notebook. New York: Scholastic Magazines, 1979.

SKILL EXTENDER

REFERENCE MATERIALS 4-6
(from the series Using the Library)

ATLASES AND GAZETTEERS:
Geographical reference books form an important group of library resources. Atlases are collections of maps and charts surveying sections of the earth's surface. Gazetteers, also called geographical dictionaries, contain alphabetical listings of geographical locations and features, with short descriptions of each. Use a world atlas and a world gazetteer or geographical dictionary to answer the following questions -

1. Through what countries do the Atlas Mountains pass? Morocco, Algeria, Tanisia

2. Is Quito, Ecuador, north or south of Riobamba? north

3. What is the height of Mt. Minya Konka? 24,902 feet or 7,600 meters

4. Name a small, independent state on the border of France and Spain.

Andorra

5. What is the name and population of the westernmost inhabited Hawaiian island?

Niihaw; approximately 237

6. In what Soviet republic is the city of Irkutsk located? Russian Soviet Federated Socialist Republic

7. Lake IJsselmeer had a former name and a very different geography. Give its former name, and explain briefly how its goegraphy has changed.

Formerly part of the Zuiderzee; Ijsselmeer was formed by building a dam across the Zuiderzee, a branch of the North Sea.

8. Which city is closer to the Equator - Nairobi or Lusaka? Nairobi

9. What is the capital of South Australia? Adelaide

10. Name two countries in which cities called Granada are located.

Spain, Nicaragua

11. What countries border on the Black Sea? Soviet Union, Turkey, Romania, Bulgaria

12. What important mineral resource is found near Kiruna, Sweden? iron ore

13. What is the name of the southernmost tip of India? Cape Comorin

14. What is the elevation of Lhasa? 11,830 feet or 3,606 meters

15. What is the area of Malaysia? 127,316 square miles or 326,736 sq. km

16. Where is Timbuktu? Mali, West Africa

The Reader's Guide is a series of volumes that indexes articles in many American magazines. There are so many magazines published and issues are released so frequently that it would not be practical for a student to look through all of them to find information on a particular subject. Therefore, there must be some index of books in the library. Like a magazine the Reader's Guide is kept up to date with volumes being printed at regular intervals during the year. At the end of the year, indexes for the year are combined into a single volume. The most important value of the Reader's Guide is that it enables a student to locate the latest information on a subject.

Entries in the Reader's Guide are listed by subject and author. In the front of each volume is a list of magazines indexed. A library may not subscribe to all of the magazines indexed, so the list is usually marked to indicate which magazines are filed in the library being used. A list of abbreviations used in the index is also given and explained in the front of each volume.

When consulting the Reader's Guide to find articles on a particular subject, one simply looks up the subject as he would in an encyclopedia. If several articles are listed, a student can usually use the titles or number of pages of the article to aid in selecting the article that might be most useful. After deciding on the articles to use, the pupil should jot down on a piece of paper the name of the magazine, date of the magazine, and page numbers of the article or articles. The paper should be given to the librarian who will locate the magazine for the student.

SKILL EXTENDER

INDEXES 3-2
(from the series Using the Library)

READERS' GUIDE ABBREVIATIONS:
Each issue of the Readers' Guide to Periodical Literature list thousands of magazine articles under convenient subject and author headings. To save space, many abbreviations are used. These abbreviations are explained in the introductory pages of each issue of the Guide. Look up the following abbreviations in the Readers' Guide and write the meanings in the spaces provided.

1. il illustrated
2. Am Lib American Libraries
3. Ja'76 January 1976
4. Bull-Atom Bulletin of the Atomic Scientists
5. 145:84-5 volume 145, pages 84-85
6. Car & Dr Car and Driver
7. Mo Labor R Monthly Labor Review
8. q quarterly
9. House B House Beautiful
10. Ag August
11. semi-m semi-monthly
12. Pub W Publishers Weekly
13. bibl bibliography
14. UN Chron United Nation's Chronicle
15. Nat R National Review
16. por portrait
17. Je June
18. + continued on later pages
19. Sr Schol Senior Scholastic
20. tr translator, translated, translation

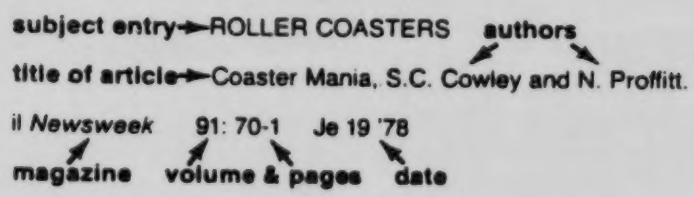
# THE MAGAZINE CONNECTION

Suppose your class report on roller coasters is due next week. Progress is slow because although you've collected dozens of opinions and thrilling stories from your friends, you can't find any factual information to make your report more interesting and up-to-date. What to do? Don't just sit there--head straight to your library's Readers'Guide to Periodical Literature.

The Reader's Guide is a set of index books on current (and past) magazine articles conveniently located on the reference shelf of your nearest library. It doesn't summarize information on any topic, but does tell you exactly where you can find articles about the subject you are researching. Libraries usually carry hardcover volumes of the Guide, listing articles from many years ao, as well as several thin paperbound volumes which index the more current (as recent as 3-4 weeks) articles.

In the Guide, topics are listed alphabetically. The many abbreviations used are clearly explained in the topic you surely will be able to find at least one or two.

Here's a sample entry for that report on roller coasters.




Here's a chance for you to get acquainted with the Readers'Guide. Find one article that has appeared about each of the topics listed below. Write down all information listed in the Guide--magazine issue, date, and pages. And maybe you'll be inspired to locate and read at least one of the articles you've discovered.

| Topics | Title of Article | Magazine | Date | Volume and Pages |
|---|---|---|---|---|
| ALCOHOLISM | Answers vary | | | |
| BICYCLE RACING | | | | |
| DIETING | | | | |
| FUEL CRISIS | | | | |
| PHOTOGRAPHY | | | | |
| ROLLER DISCO | | | | |
| SKYLAB | | | | |
| WAYNE, JOHN | | | | |

"The Magazine Connection." Campus Skills Notebook. New York: Scholastic Magazines, 1979.

SKILL EXTENDER

INDEXES 3-4
(from the series Using the Library)

USING BACK ISSUES OF THE READERS' GUIDE:
In addition to current issues of the Readers' Guide to Periodical Literature, most libraries contain hardbound volumes from past years. These back issues provide a valuable source for researching past events.

The following is a list of events or topics in recent history. Select five, and look each one up in the appropriate volume of the Readers' Guide. Then write down all the data for one article on each subject, explaining any abbreviations. Base your choice of topics on the volumes of the Readers' Guide available in your library. Remember that events may not be listed in the Readers' Guide in the same way that they appear on the list. For example, to find articles on "Castro comes to power (1959)," you would probably need to look under such headings as Castro, Fidel; Cuba; Latin America; and communism.

first men on the moon (1969)
President Kennedy's assassination (1963)
Bangladesh gains independence (1971)
Woodstock rock festival (1969)
Cuban missile crisis (1962)
Nixon resigns (1974)
Korean War ends (1953)
the March on Washington (1963)
rock opera "Tommy" (1970)
Hungarian revolution (1956)
Vietnam War ends (1975)
Mets win World Series (1969)
Beatles' first U.S. tour (1964)
Kent State massacre (1970)
Fischer-Spassky chess match (1972)
Queen Elizabeth crowned (1953)
Nuclear Test Ban Treaty (1963)
first Earth Day (1970)
Billie Jean King beats Bobby Riggs (1973)
first Sputnik launched (1957)

subject: answers vary article:_____

_____

subject:_____ article:_____

_____

subject:_____ article:_____

_____

subject:_____ article:_____

_____

subject:_____ article:_____

_____

D. Parts of Books

Becoming familiar with the parts of a book will help a student locate important information quickly. Not all books will contain all of the parts listed in this description, but they will be found in most non-fiction books, and one should know how to use these parts if they are available.

Parts of a Book (in the order in which they appear):

1) Title Page - The title page is usually the first printed page in a book. On it appear the complete title, the author's name and his qualifications, the publisher and location of publication, and sometimes the printing date.

2) Copyright Page - The copyright page is the page on the back of the title page. On this page is found the year of the copyright and the name of the owner of the copyright. It is important when using non-fiction books because it tells when the book was written. The last copyright date tells when the latest revision was made.

3) Preface (Foreward, Introduction, or Acknowledgment) - This is a statement of the purpose and scope of the book. It usually tells for whom the book is intended, gives the author's point of view, tells how to use the book, and acknowledges any help the author received in writing the book.

4) Table of Contents - The table of contents lists the chapters, units, or articles of a book in the order that they appear in the book. In most cases, chapter numbers

precede the title and page numbers follow it. The table of contents varies in detail, but in most non-fiction books it gives a description of each chapter.

5) List of Illustrations - This section lists titles of graphic materials found in the book along with page numbers. Graphic materials may be charts, diagrams, maps, photos, or drawings.

6) Body - This is the main part of the book. It is sometimes called the text.

7) Appendix - The appendix is a supplementary section at the end of a book. It contains material which the author did not choose to include in the body of the book. This material usually includes such things as letters, copies of official documents, tables, charts, and maps.

8) Glossary - The glossary is an alphabetical list of definitions of difficult, technical, or foreign terms used in the book.

9) Bibliography - The bibliography consists of an alphabetical list of books or articles which the author used in helping him prepare his book. It also may include additional books or articles which are recommended for further reading. Each entry contains complete bibliographical information which includes author's name, title of book or article, place of publication, publisher, and date of publication.

10) Index - The index is a detailed alphabetical list of topics covered in the book with the number of the page on which the topic appears. It is a key to locating any major topic treated in the book.

Hints for locating information quickly within a book.

1. Table of contents & index should be used extensively.
2. The preface or introduction should be consulted to find the scope of the book and author's point of view.
3. Guide words, boldface print, or italics are aides to skimming material.
4. A wealth of information can be found in charts, graphs, diagrams and descriptions of illustrations.

## Lesson Thirteen

You have learned about the various parts of books. Not all books have all of the parts listed below. Usually fiction books have glossaries, indexes, and bibliographies to help you find and better understand the facts presented in the book. Look over the list of parts of a book. Think about these parts. Look at your packet of examples and fill in the blanks of the ten problems.

Parts of a book

| | |
|---|---|
| Glossary | table of contents |
| appendix | preface |
| index | footnotes |
| bibliography | copyright page |
| body | list of illustrations or maps |
| title page | heading |

1. Table of contents Located at the beginning of the book this is similar to an outline. It shows the general divisions, units, or chapters as they appear in the book. Chapter numbers usually precede each division and page numbers follow.

2. Glossary A dictionary section, usually in the back of a book, this is an alphabetical list of technical, foreign or special words with explanations or definitions.

3. Appendix A supplementary section at the end of a book, this section gives extra information that may be almost anything from maps or diagrams to letters or copies of official documents.

4. Preface This statement of intention and scope of the book sometimes contains an acknowledgement of aid in preparation. It precedes the table of contents, is usually only a few pages in length and is sometimes called the forward, introduction, or acknowledgement.

5. Body ____ This main section of the book is sometimes called the text.

6. Title page ____ On this page, usually the first printed page in the book, the author's name, the publisher's name and the place of publication are given.

7. List of illustrations ____ Usually found near the front of the book, this is a list of graphic material found in the book along with the page number. Graphic materials may be maps, charts, diagrams, photos, drawings, etc.

8. Bibliography ____ Usually found at the close of the book, but sometimes at the end of each chapter, this is a list of works used by the author in his preparation, or it may be a list of works on a subject dealt with in a book. The entries in this list include author's name, title of the book or article, the place of publication, publisher's name, date of publication and the page numbers of certain works. Entries are arranged alphabetically by the author's last name.

9. Index ____ Appearing in the back of the book, this is an alphabetical list of topics appearing in a book with the number of the page or pages on which the topic appears.

10. Footnotes ____ Appearing at the bottom of the page, these are keyed by numbers, asterisks or other symbols in the body of the page referring to the number below. These are in small type and tell where the author found some of his material, or explain further some statements made on the page.

## Lesson Fourteen

## Using the Various Parts of Books to Help Find the Information Available in Books

The appendix contains sample pages from five different books. If these books are available in your library, use the books to answer the questions in this exercise. If the books are not available in your library, use these sample pages. (The call number for each book is located at the top of the copyright page. Use the call numbers to help you find the books.)

In this lesson you will use the books, Bury My Heart at Wounded Knee and The Complete Guide to Everyday Law.

1. Who is the author of The Complete Guide to Everyday Law? Samuel G. King
What company published the book? Follett
Where was it published? Chicago

2. What edition is this book? 2nd When was this edition published? 1970 When was the first edition published? 1966

3. For whom is this book written? Layman

4. Samuel Kling has had 37 years experience as a practicing attorney and writer on legal subjects.

5. Which chapters have been completly revised in this edition?
Social Security, Veterans benefits, Divorce

6. How many chapters does this book contain? 29

7. On what pages do the following begin? Chapter on insurance 139.
Sample legal forms (appendix) 514. Index 611.

8. What is the third question answered in the first chapter "The Courts and How They Work" What is the written law?

9. Name three types of legal forms given in the appendix of this book. (There are five copied in the samples) Affidavit, Acknowledgement, Agency Contract, Antinuptial Agreement, Form of Chattel Mortgage.

10. What is an accomplice? An associate in a crime who cooperates, aids or assists in committing it.

11. What is an accessory after the fact? One who knowing a felony to have been committed by another, receives, relieves, comforts or assists the felon.

12. On what pages would you find information about changing your name? 212, 427.

13. On what pages would you find information about real estate agents? 223, 229.

Remember the parts of a book that can help you find important information quickly. Use these parts to help you answer the following questions.

| | |
|---|---|
| Title page | Body |
| Copyright page | Appendix |
| Preface (introduction, forward) | Glossary |
| Table of Contents | Bibliography |
| List of illustrations | Index |

14. What is the sub title of Bury My Heart at Wounded Knee? An Indian History of the American West. In what part of the book did you find this information? Title page.

15. On what page would you find information about the death of Charlie Bent? 150 Part of book? Index

16. What year did the author copyright this book? 1970 What year was this book printed? 1973 Part of book Copyright page.

How many chapters are in Bury My Heart at Wounded Knee? 19 On what page does the bibliography begin? 465 Part of book? Table of Contents

18. In the book Bury My Heart at Wounded Knee, find Chapter Two. Skim through Chapter two and notice the footnote numbers, (ex p.20 & 21). Now look in the list of notes, these notes show where the author got this information. Notice note 6. What does the abbreviation "ibid" mean? in the same place (Look this up in a dictionary). What source does note 6 in Chapter Two refer to? U.S. Congress 39th 2nd Session Senate Report

19. What source does note 8 in Chapter Three refer to? Carley, Kenneth "As Red Men Viewed It: Three Indian Accounts of the Uprising".

20. Geronimo's Story of His Life is one book that Dee Brown consulted when writing Bury My Heart at Wounded Knee. Who wrote Geronimo's Story of His Life? Bennett, S. M. Part of book? Bibliography.

21. What periodical article written by William B. Blakenburg was consulted? The Role of the Press in an Indian Massacre, 1871. In what periodical was the article found? Journalism Quarterly Part of book? Bibliography

22. On what page will you find a picture of Red Cloud? 109 Part of book? List of Illustrations

## Lesson Fifteen

In this lesson you will use the books From Slavery to Freedom, Producing Hit Records and the Headley Treasure of Bibelots and Boxes. If you have these books in your library use the books, if you don't have them, use the sample pages.

You will also use charts taken from books or magazines illustrations and headings. Charts present a wealth of material in a compact space and they help to show relationships between things. Pictures and the descriptions that go with them often give a great deal of information, and headings help you find information very quickly.

1. In the book From Slavery to Freedom what time period in the history of the American Negro did John Franklin attempt to cover? From ancient African beginnings to the present.

2. From what museum did Mr. Franklin get assistance? American Museum of Natural History.

3. In which chapter can you find information on the plantation system? Chapter V Seasoning in the Islands

4. On what pages would you find information on agriculture in the South? 171-3, 185-7, 190-2, 148-9, 166-8, 242, 311-12, 398

5. In the book Producing Hit Records find the meaning of the following words as used in the record industry:

Clam: Mistake ie., a bad note.

cue mix: Mono or stereo blend of musical performances that can be fed to a musicians left and/or right earphone during recording.

bus: Industry slang for an output channel that carries recorded signals to a tape recorder.

6. Who are the authors of Producing Hit Records? Dennis Lambert Ronald Zalkind.

7. On what page would you find a picture of a bibelot that is made from figures from a child's necklace that was made before the birth of Christ? p. 16.

8. Which of these four objects illustrated was made in Italy?
Gold cigarette box page number p. 18

Using Volume 19 of the World Book Enclycopedia or the sample pages in your packet find the article on tobacco and answer the following questions using the illustrations with explanatory material, charts and headings to help you find information quickly.

9. For how many seasons does the tobacco plant live? 1 growing season
What color is the tobacco flower? light pink How tall is the plant?
4-6 feet.

10. Where is the tobacco cured? special barn

11. Name the four sub topics under the heading "Raising and Marketing Tobacco" 1. planting & cultivating 2. harvesting tobacco
3. diseases and pests 4. curing tobacco
5. marketing tobacco

12. Name four kinds of tobacco. 1. air-cured 2. fire-cured
3. flue-cured 4. cigar leaf

13. In 1976 what country grew more tobacco than any other country?
China

14. Which state in the U.S.A. grew the most tobacco? North Carolina
Where did Kentucky rank among the leading tobacco growing states?
2nd

15. What is the total full-time enrollment of Eastern Kentucky University: 9402 What exam must be taken before you can be admitted to Eastern? ACT

16. As a resident of Kentucky, how much would it cost you to attend Murray State University? (Remember to include tuition and housing)
$1,776

17. On the rating chart for portable radio cassette recorders, what disadvantages does the Sears recorder have? Has a single bass and treble control.

What advantages does it have? 1. Has auto-stop for playing, fast forward, rewind and record; 2. Has music selection system.

18. What recorder is the most expensive? Panasonic RX 5250

Is it also the best in quality? No

19. What size and how many batteries do most of the recorders use? D8

20. On the chart comparing sandwich filling, which filling contains the most protein? chunk light tuna

21. Which filling has the fewest calories? peanut butter

22. Which filling has the most fat? bologna

23. Compare motorcross bikes. In what feature do the top four bikes rank excellent? Handling, pedaling on incline

24. What is the poorest feature of the Raleigh R-10 Tuff BMF? Braking wet

25. Which is the most expensive bike? Schwinn B43 Scrambler

26. What kind of wheels does the Schwinn B43 Scrambler have? Heavy duty spoke wheels.

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Appendix A

"The Complete Guide to Everyday Law"

By Samuel G. King

# *The Complete Guide to* EVERYDAY LAW

by

Samuel G. Kling

SECOND EDITION

FOLLETT PUBLISHING COMPANY
CHICAGO

50

KL

40

SECOND EDITION

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SECOND PRINTING

*Designed by Patrick J. Birch*

Portions of this edition of *The Complete Guide to Everyday Law* appeared previously in *Your Legal Adviser*, copyright 1945, 1965, and in *The Legal Encyclopedia*, copyright 1959, 1965, both published by Pocket Books, Inc., and are used with their permission.

BEST COPY AVAILABLE

# Preface to the Second Edition

In a world increasingly torn by civil disorders, riots, and rebellion, an understanding of the basic legal principles under which man lives and society operates becomes imperative.

*The Complete Guide to Everyday Law* is an attempt to fulfill that need. For despite what we read and hear in the press and on TV, we are by and large an orderly people living under rules and regulations that are for the most part fair and reasonable.

This is not to deny that the legal process is often clumsy, expensive, and unresponsive. Indeed the same charge can be leveled at any other of the learned professions. But the fact that a system of law which has taken thousands of years to evolve isn't perfect is hardly a valid reason for overthrowing all law and order.

The law can and should be improved. It is vastly more equitable and humane than it was in the days of Charles Dickens. And it will be better still in the years to come.

In this second edition of a book that has enjoyed a number of printings, I have again been guided by the fact that a knowledge of law is important to every citizen. Unhappily, too many individuals assume that the law is beyond their grasp. Of course the law is complex, but an understanding of the basic laws with regard to personal rights, contracts, marriage, divorce, and other important legal subjects is within the reach of all of us.

My book is for the layman and is based on 37 years' experience as a practising attorney and writer on legal subjects. Written in simple question and answer form, *The Complete Guide to Everyday Law* is intended as a basic reference volume for use in the home and office. My aim is not to make lawyers out of laymen but to provide practical information on subjects of legal concern. A person aware of his legal rights is less likely to lose them.

For this second edition I have completely revised the chapters dealing with social security, veteran's benefits, and divorce and made a number of other changes which should enhance the value of the book. I hope it will find a place beside the dictionary and the medical encyclopedia, to be consulted when the need arises.

If my book acquaints the reader with his legal rights, gives him a better understanding of the nature and function of law, and answers the legal questions of most interest, time spent in the preparation and writing of this new edition will not have been wasted.

SAMUEL C. KLING

*Baltimore, Maryland 21218*

# Contents


| | | |
|---|---|---|
| | *Preface to the Second Edition* | vii |
| | *Preface* | viii |
| 1. | The Courts and How They Work | 15 |
| 2. | Your Lawyer and You | 26 |
| 3. | The Matter of Fees | 33 |
| 4. | Your Marriage | 47 |
| 5. | Parent and Child | 56 |
| 6. | Alternatives to Divorce | 66 |
| 7. | Divorce | 93 |
| 8. | Contracts | 116 |
| 9. | Sales | 130 |
| 10. | Bailments | 139 |
| 11. | Insurance | 156 |
| 12. | Agency and Employment | 185 |
| 13. | Negotiable Instruments | 203 |
| 14. | Personal Property | 218 |
| 15. | Real Estate | 235 |
| 16. | Landlord and Tenant | 254 |
| 17. | Partnerships | 272 |
| 18. | Corporations | |

19. Torts 294
20. Negligence 306
21. Automobile Accidents 322
22. Bankruptcy 336
23. Civil Liberties 345
24. The Negro and Civil Rights 359
25. Criminal Law 374
26. Criminal Procedure 393
27. Social Security 405
28. Veterans' Benefits 430
29. Wills 457
Sample Legal Forms 514
Glossary of Legal Terms 577
Index 611

CHAPTER 1

# THE COURTS AND HOW THEY WORK

*What is "the law"?*

The law is the body of rules of conduct prescribed by the supreme power of a state. These rules command the citizen to do what the state says is right and forbid him to do what the state says is wrong. Law is divided into substantive law and adjective law. Substantive law tells the citizen the nature of his rights and duties and of any violation or breach of those rights and duties. Adjective law deals with the methods of legal procedure and points out how the citizen may enforce his rights, fulfill his duties, and redress wrongs.

*What is the chief purpose of the law?*

The chief purpose of the law is to regulate human conduct. Law consists of the state-imposed rules of society, for violations of which the individual is punished. Without law there would be anarchy and violence. A system of law only comes into existence when a centralized police authority appears to enforce the rules laid down by the governing body of the society.

*What is "written law"?*

Written law is based on constitutions, treaties, and statutes or laws drawn up, ratified, or enacted by the state or federal governments. The Constitution of the United States takes precedence over all state constitutions, and is thus the supreme law of the land. State constitutions, in fact, must conform to the federal constitution.

*What is "unwritten law"?*

Historically, the unwritten law was formulated by priests, rulers, and prophets and handed down verbally from one generation to the next. In modern times the unwritten law refers to precedent, or judicial decisions, transcribed and published by court reporters. The phrase "unwritten law" is really a misnomer.

# Appendix 1

## SAMPLE LEGAL FORMS*

FORM 1

### AFFIDAVIT

State of _____ County _____, ss:

Before me, the subscriber, a notary public for the City of _____, State of _____, personally appeared _____, who, being duly sworn, deposes and says that [*here set forth clearly the matter sworn to*]

/s/ _____

Sworn and subscribed this ..... day of _____, 19____

_____

Notary Public

FORM 2

### ACKNOWLEDGMENT

STATE OF , CITY OF , to wit:

I HEREBY CERTIFY, that on this _____ day of _____, in the year 19....., before me, the subscriber, a Notary Public of the City of , State of , personally appeared _____ and acknowledged the aforegoing deed to be his act.

_____

Notary Public

* The forms in this appendix are intended to be used only as guides and as a matter of legal information.

FORM 3

## AGENCY CONTRACT WHEREBY A TRAVELING SALESMAN IS EMPLOYED

This agreement made this fifth day of October, 19___ by and between John Smythe and Robert Blank, doing business under the name of The Skyland Company, witnesseth:

1. The said salesman shall enter the service of the said firm as a traveling salesman for them in their business of manufacturing toys for the period of one year from the 10th day of October 19___, subject to the general control of said The Skyland Company.

2. The said salesman shall devote the whole of his time, attention and energies to the performance of his duties as such salesman, and shall not, either directly or indirectly, alone or in partnership, be connected with or concerned in any other business or pursuit whatsoever during the said term of one year.

3. The said salesman shall, subject to the control of the said firm, keep proper books of account and make due and correct entries of the price of all goods sold, and of all transactions and dealings of and in relation to the said business, and shall serve the firm diligently and according to his best abilities in all respects.

4. The fixed salary of the said salesman shall be six thousand dollars per annum, payable in equal weekly installments.

5. The reasonable traveling expenses and hotel bills of the said salesman, incurred in connection with the business of the said firm, shall be paid by the said firm, and the said firm shall from week to week pay the said salesman the said traveling expenses and hotel bills in addition to the said fixed salary.

/s/ Robert Blank
The Skyland Company

/s/ John Smythe
Salesman

/s/ Harry Roe
Witness

FORM 4

## AN ANTENUPTIAL AGREEMENT OR MARRIAGE SETTLEMENT WHERE ALL PROPERTY IS TO BE HELD JOINTLY

This agreement entered into this fifth day of June, 19____, by and between Richard Roe and Jane Smith, witnesseth:

1. That the parties hereby agree to enter into the marriage relation and hereafter live together as husband and wife.
2. That all moneys or property hereafter acquired or accumulated by them, or either of them, shall be held in joint of equal ownership.
3. That each of the parties hereby grants, bargains, sells and conveys to the other an undivided one-half interest in all the property, real and personal, which he or she now owns, for the purpose and with the intent of vesting in both parties the joint ownership of all property at this date owned in severalty by either of them.
4. In case of the death of one of the above mentioned parties, all of said property shall, subject to the claims of creditors, vest absolutely in the survivors.
5. The consideration for this agreement is the marriage to be entered into pursuant to its terms and the mutual promises herein contained.

(Seal) *Jane Smith*
Jane Smith

(Seal) *Richard Roe*
Richard Roe

John Green
Witness

FORM 5

## FORM OF CHATTEL MORTGAGE

This chattel mortgage, made this 15th day of July, 19 ....., John Smith to Jane Doe, witnesseth: that for and in consideration of the sum of eight hundred dollars, the said John Smith

# Appendix II

## GLOSSARY OF LEGAL TERMS

### A

**Abet**—To encourage, stir up, or excite one to commit a crime.
**Abettor**—One who aids in the commission of a crime.
**Abeyance**—In the law of estates, expectation, waiting, suspense in law. An estate is in abeyance when there is no person in existence in whom an inheritance can vest.
**Abrogate**—To annul a law by an act of the same power that made it; to repeal.
**Abscond**—To hide or conceal one's self. Applied to one who hides to avoid legal process.
**Absolute conveyance**—A conveyance by which the right or property in a thing is transferred, free of any condition or qualification.
**Absolute estate**—An estate in lands not subject to any condition.
**Absolute property**—Full and complete ownership of chattels in possession.
**Abstract of title**—An abstract or summary of the most important parts of the deeds and other instruments, arranged usually in chronological order and intended to show the origin, course, and incidents of the title, without the necessity of referring to the deeds themselves.
**Abuttals**—The buttings and boundings of lands, east, west, north, and south, showing on what other lands, highways, or places they abut, or are limited and bounded.
**Acceptance of a bill of exchange**—The act by which the person (called the drawee), on whom a bill of exchange is drawn, assents to the request of the drawer to pay it, or engages or makes himself liable to pay it, when due.
**Acceptor**—The party who accepts a bill of exchange, and who is the principal debtor, the drawer being the surety.
**Accessory**—One who, without being present at the commission of a felonious offense, becomes guilty of such offense, not as a chief actor, but as a participator, as by command, advice, instigation, or concealment, either before or after the fact or commission; a *particeps criminis*.
**Accessory after the fact**—One who, knowing a felony to have been



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committed by another, receives, relieves, comforts, or assists the felon.

Accessory before the fact—One who, being absent at the time a crime is committed, yet procures, counsels, or commands another to commit it.

Accident—An event that takes place without one's foresight or expectation.

Accommodation paper—A bill or note drawn, accepted, or endorsed by one person for another, there being no consideration between them, for the sole purpose of raising money upon it, for the accommodation of one or both of them.

Accomplice—An associate in a crime who co-operates, aids, or assists in committing it.

Accord—An agreement, consent, or concurrence.

Accumulative legacy—A legacy given in addition to another given by the same instrument or by another instrument.

Acknowledgment—The act by which a party who has executed an instrument declares or acknowledges it before a competent officer to be his or her act and deed.

Acquittal—A deliverance or setting free from a criminal charge by the process of trial at law; the verdict of a jury pronouncing the party not guilty.

Act of God—An inevitable accident or casualty, such as lightning, tempests, perils of the sea, or earthquake.

*Actio ex contractu*—An action of contract.

Action—The formal means or method of pursuing and recovering one's rights in a court of justice.

Actionable—That which can legally be made the ground or subject of an action. Also applied to slanderous words uttered or published of another.

Ademption—Of a legacy, the taking away from the party to whom it has been given, arising from a supposed alteration in the testator's intention.

Administer—To take charge and dispose of the personal property of an intestate, or testator having no executor.

Administration—The management and disposition of the estate of an intestate, or of a testator having no executor.

Administration *cum testamento annexo*—Administration granted when a testator has made a will without naming any executors, or when the executors who are named in the will are incompetent to act or refuse to act, or in case of the death of the executors or their survivors.

# Index


A

abandonment, 73
(see also desertion)
abduction, 380
abortion, 380
absolute defense, 198
absolute divorce, 63, 66, 529–30
abstract of title, 225
accessory, 377
accident, automobile, 322–35
accident, industrial, 173–82
accident insurance, 153–54
accommodation, 195
accomplice, 377
accountant, 163–64, 169
accretion, 221
acknowledgment, 514
act of Congress, 2
act of God, 135
action for conversion, 127
addiction, 66–72
adjective law, 1
administrator, 489–91
admiralty law, 2, 7, 8
adoption, 29, 51–52, 511
adultery, 65, 66–72, 72, 79, 85, 89, 90, 380, 529–30
affidavit, 514
age for marriage, 33–35
age misstated, 152
age of majority, 47
age to make will, 491–93
agency, 156–71
agency contract, 515
agent, 156–71, 188
insurance, 141, 156
obligations of principal to, 161–62
obligations to principal, 163
real estate, 223, 229
agent by procuration, 158
aggravated assault, 378
aid, legal, 21
air right, 228
air carrier, liability, 316–17
Alabama, 13, 33, 39, 42, 51, 66, 98, 104, 106, 117, 175, 491, 493, 494, 508
Alaska, 13, 33, 51, 66, 98, 104, 106, 117, 175, 491, 493, 494, 500, 508
alcoholism, 66–72, 74
(see also drunkenness)
alibi, 400
alien, 355
alienation of affection, 43
alimony, 61, 81–92, 346
ambulance chaser, 19
amendments, 349–53, 525
amusement park, liability, 317–18
animal, 212, 300
annulment, 35, 58–60, 91
antenuptial agreement, 41, 516
appeal, 8, 28, 403, 404, 428
appellate court, 4
application for social security, 412–13
apprenticeship, 365
arbitration, 115
argument, 11
Arizona, 13, 34, 40, 51, 67, 85, 98, 104, 106, 117, 175, 491, 493, 494, 500, 508
Arkansas, 13, 34, 51, 67, 78, 89, 98, 104, 106, 117, 175, 491, 493, 495, 500
arms, 51
arraignment, 399
arrangement in bankruptcy, 347
arrest, 356, 375, 393–94
arson, 381
articles of incorporation, 275
assault, 295–95, 378
assembly, freedom of, 351
assessment, 225
assessment insurance, 139




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asset, 263
assignment of contract, 113, 189
assignment of copyright, 215, 526
assignment of insurance, 153
assumptum of risk, 306
atheist, 364, 365
attainder, 353
attestation, 503–5
attorney, 4, 157–58, 159, 226, 396
attorney at law, 157–58
Attorney General, 354, 363, 365, 366, 367, 368–69, 370
attorney in fact, 157–58
attorney-client relationship, 15–32
auction, 231–72
automobile, use in bailment, 131
automobile, veteran, 430
automobile accident, 322–35
automobile insurance, 146–48
aviation accident, 150

B

baggage, 137, 206, 207
bail, 352, 396, 397
bailiff, 4
bailment, 130–38, 386
bank, 199, 209, 224, 225, 289, 372
bank account, 90
bank draft, 192
bank note, 190
bankruptcy, 8, 28, 92, 127, 221, 238–39, 257, 266, 336–47, 356
Bankruptcy Act, 336, 338, 342, 346
bargain and sale deed, 222
bastardy, 50
battery, 295–98, 378
bearer, 186–87
bearer bond, 190–91
Beauharnais v. Illinois, 350
bench warrant, 394
beneficiary, 140, 153, 154, 474, 489, 503
bequest, 489, 509
bigamy, 380
bill collector, 167
bill of attainder, 353
bill of exchange, 191–92, 199
bill of lading, 119, 127, 136, 143
bill of rights, 348–49
bill of sale, 119, 557–58, 562–63
binder, 223
birth certificate, 371
Black, Justice Hugo L., 349
blackmail, 390
blank check, 200
blind, make will, 507, 510
blind aid, 443
blue-sky law, 282
board of directors, 276, 285, 287–88, 521
boarder, 237, 371
bond, 190
breach of contract, 114–115, 129, 162, 169, 208, 240, 242, 243, 249, 253, 258
breach of prison, 375, 391
breach of promise, 42
breach of warranty, 125–26, 198
breaking and entering, 381–83
bribery, 391
broker, insurance, 141
broker, real estate, 223, 229
Bulk Sales Law, 121
burglary, 381–83
burglary insurance, 155
busing, 362
buyer, 116–29, 225
by-laws, 276

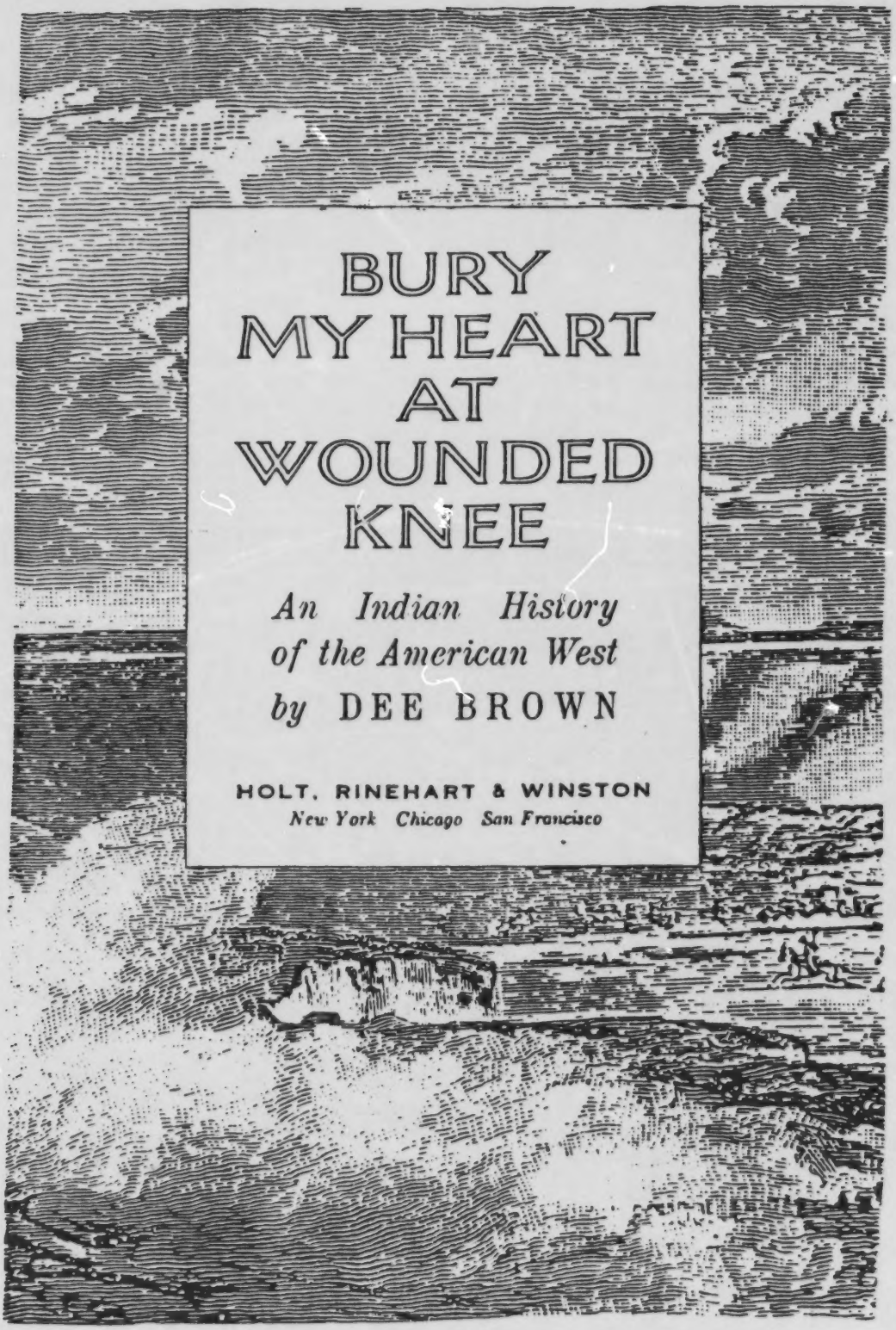
C

C.O.D., 120
California, 13, 34, 39, 40, 42, 51, 67, 83, 88, 96, 98, 104, 106, 117, 175, 222, 491, 493, 495, 500
capital, 262, 279
capital crime, 374
capital stock, 279–80, 523
card, social security, 426–27
carrier, 134–38
cashier's check, 201
casual employee, 173
causa mortis, 211
caveat emptor, 125
cemetery, 482–84
censorship, 350–51
certificate of deposit, 190
certificate of incorporation, 275
certified check, 199–200
change of name, 217, 427
change of venue, 401
charge account, 64
charitable organization, 273
charter, 275–76
chattel, 203
chattel mortgage, 122–23, 516–17
check, 185–202
chickens, 300

Appendix B

"Bury My Heart At Wounded Knee"

By Dee Brown


BURY
MY HEART
AT
WOUNDED
KNEE
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of the American West
by DEE BROWN
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B

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# Contents


| | | |
|---|---|---|
| | LIST OF ILLUSTRATIONS | xi |
| | INTRODUCTION | xv |
| 1. | "THEIR MANNERS ARE DECOROUS AND PRAISEWORTHY" | 1 |
| 2. | THE LONG WALK OF THE NAVAHOS | 13 |
| 3. | LITTLE CROW'S WAR | 37 |
| 4. | WAR COMES TO THE CHEYENNES | 67 |
| 5. | POWDER RIVER INVASION | 103 |
| 6. | RED CLOUD'S WAR | 121 |
| 7. | "THE ONLY GOOD INDIAN IS A DEAD INDIAN" | 147 |
| 8. | THE RISE AND FALL OF DONEHOGAWA | 175 |
| 9. | COCHISE AND THE APACHE GUERRILLAS | 191 |
| 10. | THE ORDEAL OF CAPTAIN JACK | 219 |
| 11. | THE WAR TO SAVE THE BUFFALO | 241 |
| 12. | THE WAR FOR THE BLACK HILLS | 273 |
| 13. | THE FLIGHT OF THE NEZ PERCES | 315 |
| 14. | CHEYENNE EXODUS | 331 |
| 15. | STANDING BEAR BECOMES A PERSON | 351 |
| 16. | "THE UTES MUST GO!" | 367 |
| 17. | THE LAST OF THE APACHE CHIEFS | 391 |
| 18. | DANCE OF THE GHOSTS | 415 |
| 19. | WOUNDED KNEE | 439 |
| | NOTES | 451 |
| | BIBLIOGRAPHY | 465 |
| | INDEX | 475 |

# List of Illustrations

*Chapter Two*

1. Manuelito 17
2. Juanita, wife of Manuelito 19
3. Navaho warrior of the 1860's 35

*Chapter Three*

4. Little Crow 41
5. Big Eagle 49

*Chapter Four*

6. Cheyenne and Arapaho Chiefs in Denver 81
7. Little Raven 85
8. George Bent and his wife Magpie 93
9. Edmond Guerrier 95

*Chapter Five*

10. Red Cloud 109

*Chapter Six*

11. Spotted Tail 127

*Chapter Seven*

12. Roman Nose 155
13. Tosawi 171

*Chapter Eight*

14. Donehogawa (Ely Parker) 181

*Chapter Nine*

15. Cochise 195
16. Eskiminzin 203

*Chapter Ten*

17. Captain Jack 223

# Introduction

Since the exploratory journey of Lewis and Clark to the Pacific Coast early in the nineteenth century, the number of published accounts describing the "opening" of the American West has risen into the thousands. The greatest concentration of recorded experience and observation came out of the thirty-year span between 1860 and 1890—the period covered by this book. It was an incredible era of violence, greed, audacity, sentimentality, undirected exuberance, and an almost reverential attitude toward the ideal of personal freedom for those who already had it.

During that time the culture and civilization of the American Indian was destroyed, and out of that time came virtually all the great myths of the American West—tales of fur traders, mountain men, steamboat pilots, goldseekers, gamblers, gunmen, cavalrymen, cowboys, harlots, missionaries, schoolmarms, and homesteaders. Only occasionally was the voice of an Indian heard, and then more often than not it was recorded by the pen of a white man. The Indian was the dark menace of the myths, and even if he had known how to write in English, where would he have found a printer or a publisher?

Yet they are not all lost, those Indian voices of the past. A few authentic accounts of American western history were recorded by Indians either in pictographs or in translated English, and some managed to get published in obscure journals, pamphlets, or books of small circulation. In the late nineteenth century, when the white man's curiosity about Indian survivors of the wars reached a high point, enterprising newspaper reporters frequently interviewed warriors and chiefs and gave them an opportunity to express their opinions on what was happening in the West. The quality of these interviews varied greatly, depending upon the abilities of the interpreters, or upon the inclination of the Indians to speak freely. Some feared reprisals for telling the truth, while others delighted in hoaxing reporters with tall tales and shaggy-dog stories. Contemporary newspaper statements by Indians must therefore be read with skepticism,

although some of them are masterpieces of irony and others burn with outbursts of poetic fury.

Among the richest sources of first-person statements by Indians are the records of treaty councils and other formal meetings with civilian and military representatives of the United States government. Isaac Pitman's new stenographic system was coming into vogue during the second half of the nineteenth century, and when Indians spoke in council a recording clerk sat beside the official interpreter.

Even when the meetings were in remote parts of the West, someone usually was available to write down the speeches, and because of the slowness of the translation process, much of what was said could be recorded in longhand. Interpreters quite often were half-bloods who knew spoken languages but seldom could read or write. Like most oral peoples they and the Indians depended upon imagery to express their thoughts, so that the English translations were filled with graphic similes and metaphors of the natural world. If an eloquent Indian had a poor interpreter, his words might be transformed to flat prose, but a good interpreter could make a poor speaker sound poetic.

Most Indian leaders spoke freely and candidly in councils with white officials, and as they became more sophisticated in such matters during the 1870's and 1880's, they demanded the right to choose their own interpreters and recorders. In this latter period, all members of the tribes were free to speak, and some of the older men chose such opportunities to recount events they had witnessed in the past, or to sum up the histories of their peoples. Although the Indians who lived through this doom period of their civilization have vanished from the earth, millions of their words are preserved in official records. Many of the more important council proceedings were published in government documents and reports.

Out of all these sources of almost forgotten oral history, I have tried to fashion a narrative of the conquest of the American West as the victims experienced it, using their own words whenever possible. Americans who have always looked westward when reading about this period should read this book facing eastward.

This is not a cheerful book, but history has a way of intruding

upon the present, and perhaps those who read it will have a clearer understanding of what the American Indian is, by knowing what he was. They may be surprised to hear words of gentle reasonableness coming from the mouths of Indians stereotyped in the American myth as ruthless savages. They may learn something about their own relationship to the earth from a people who were true conservationists. The Indians knew that life was equated with the earth and its resources, that America was a paradise, and they could not comprehend why the intruders from the East were determined to destroy all that was Indian as well as America itself.

And if the readers of this book should ever chance to see the poverty, the hopelessness, and the squalor of a modern Indian reservation, they may find it possible to truly understand the reasons why.

*Urbana, Illinois*
*April, 1970*

DEE BROWN

# NOTES

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# INDEX

## A


Adobe Walls fight, 265–66
Afraid-of-the-Enemy, 444
Albuquerque, N.M., 28, 34
Alchise, 409–10
Allerdice, Susannah, 173–74
Allison, William B., 279, 282
Almy, Jacob, 214–15
Alvord, Henry, 256–57
American Horse, 302–03
Anthony, Scott J., 83–87
Apache Pass, 193–200, 212, 392–96
Apaches, 11, 20–22, 191–217, 257, 368, 372–413; (Aravaipa), 192, 200–05, 213–17, 393, 412–13; (Chiricahua), 192–96, 208–17, 392–413; (Coyotero), 193–94, 201, 214; (Jicarilla), 389; (Mescalero), 20–22, 197–201, 399; (Mimbreno), 194, 198; (Pinal), 202; (Tonto) 207–08, 213–14
Arapahos, 10, 68–69, 74–118, 126, 132–37, 148, 158, 160–72, 188, 243, 257, 265, 268, 276, 280, 297, 340–41, 389
Arawaks, 2
Armijo, 16, 28–29, 34


## B


Baker, Eugene M., 178
Barboncito, 15–16, 22–25, 28–29, 32–34
Bascom, George N., 193–94
Battey, Thomas, 258, 262, 271
Battle Butte, 307
Battle of the Big Hole, 324–25
Battle of the Little Bighorn, 291–97
Battle of the Rosebud, 288–91
Battle of the Washita, 167–69, 243
Bear Paw mountains, 326
Bear Tooth, 144
Beard, Dewey
See: Wasumaza
Beckwourth, James, 87–94, 130, 133
Beecher, Frederick, 166
Beecher Island fight, 164–66
Belknap, W. W., 284
Bent, Charlie, 72–73, 86–92, 96, 98, 100, 107–08, 148; death, 150
Bent, George, 72–77, 83, 86–88; wounded at Sand Creek, 91–92; portrait, 93; at Platte Bridge, 98; 105–08, 117, 148–50, 158–61, 167
Bent, Robert, 87–91
Bent, William, 69, 72–76, 86–87, 92, 100, 108, 150, 167
Benteen, Frederick, 297
Betzinez, Jason, 406–10
Big Bow, 253
Big Eagle, 38, 42–48; portrait, 49; 50, 52–57; imprisoned, 61–62
Big Elk, 355

Appendix C

"From Slavery to Freedom"

By John Franklin

# From Slavery to Freedom

## A History of Negro Americans

THIRD EDITION

John Hope Franklin

Alfred · A · Knopf · New York

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# Contents


**I. A Cradle of Civilization** 3

*Physical and Human Geography*
*A Civilization Emerges*
*Ethiopian Domination*

**II. Early Negro States of Africa** 11

*Ghana*
*Melle*
*Songhay*
*Lesser States*

**III. The African Way of Life** 23

*Political Institutions*
*Economic Life*
*Social Organization*
*Religion*
*The Arts*
*The Transplantation of African Culture*

**IV. The Slave Trade** 42

*European and Asian Interests*
*The Negro in the New World*
*The Big Business of Trading in Men*
*The Machinery of the Slave Trade*
*One-Way Passage*

**V. Seasoning in the Islands** 60

*Colonial Enterprise in the Caribbean*
*The Plantation System*
*The Caribbean Black Codes*
*Decline in the Islands*


BEST COPY AVAILABLE

# Illustrations


| | |
|---|---|
| Art pieces from Africa | 36 |
| The plan of the *Brookes* | 57 |
| Family worship on a South Carolina plantation | 201 |
| Deed of manumission | 216 |
| Certificate of freedom | 219 |
| The *Narrative* of Frederick Douglass | 233 |
| Resurrection of Henry Box Brown | 256 |
| The Negro exodus—the old style and the new | 259 |
| The first mixed jury in the United States | 317 |
| Jubilee Hall, Fisk University | 388 |
| Founders Library, Howard University | 388 |
| Booker T. Washington | 394 |
| William Edward Burghardt DuBois | 394 |
| The destruction of Negro slums | 438 |
| Silent protest parade on Fifth Avenue in New York | 475 |
| The shame of America | 488 |
| Marian Anderson at the Lincoln Memorial | 521 |
| Leontyne Price sang the leading role | 521 |
| The Presidents exchange visits | 528 |
| The Emperor receives an honorary degree | 575 |
| Negro Coast Guardsmen | 582 |
| The S. S. *Harriet Tubman* | 582 |
| Negro women serve | 583 |

# Preface TO THE FIRST EDITION

In the present work I have undertaken to bring together the essential facts in the history of the American Negro from his ancient African beginnings down to the present time. In doing so it was deemed unnecessary to relate the development of Negro life and history in other parts of the world except where there was a discernible connection with the history of the Negro in the United States. Thus only so much of African history was considered here as evolved in the area from which the vast majority of American Negroes came, and as much more as helped to shape Afro-American institutions in the Old World and the New. On the other hand, it was necessary to consider briefly the Negroes of the Caribbean and of Latin America, because their history belongs to the larger pattern of development of the Negro in the New World. For a similar reason, it was deemed desirable to give some attention to the Negroes of Canada, for they are in a large measure erstwhile citizens or residents of the United States.

I have made a conscious effort to write the history of the Negro in America with due regard for the forces at work which have affected his development. This has involved a continuous recognition of the main stream of American history and the relationship of the Negro to it. It has been necessary, therefore, to a considerable extent, to re-tell the story of the evolution of the people of the United States in order to place the Negro in his proper relationship and perspective. To have proceeded otherwise would have been to ignore the indisputable fact that historical forces are all pervasive and cut through the most rigid barriers of race and caste. It would have been impossible to trace the history of the Negro in America without remaining sensitive to the main currents in the emergence of American civilization.

While I have sought to interpret critically the forces and personalities that have shaped the history of the Negro in the United States, I have attempted to avoid a subjective and unscientific treat-

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ment of the subject. This procedure has involved the maintenance of a discreet balance between recognizing the deeds of outstanding persons and depicting the fortunes of the great mass of Negroes. To be sure there were times when dominant personalities forged to the front and assumed roles of responsibility and leadership; these individuals have been recognized. But the history of the Negro in America is essentially the story of the strivings of the nameless millions who have sought adjustment in a new and sometimes hostile world. This work is, therefore, a history of the Negro people, with a proper consideration for anonymous as well as outstanding people.

I have given considerable attention to the task of tracing the interaction of the Negro and the American environment. It can hardly be denied that the course of American history has been vitally affected by his presence. At the same time it must be admitted that the effect of acculturation on the Negro in the United States has been so marked that today he is as truly American as any member of other ethnic groups that make up the American population. That is not to say that the story of the Negro is one solely of achievement or of success. Too frequently the Negro's survival in America has depended on his capacity to adjust—indeed, to accommodate—himself to the dominant culture and the obstacles have at times been too great to permit him to make significant achievements in the usual sense of the word. The task here has been not to recite his achievements—though naturally some have been so outstanding as to warrant consideration—but to tell the story of the process by which the Negro has sought to cast his lot with an evolving American civilization.

The obligations which I am under for direct and indirect aid received in writing this book are numerous, and it is not possible for me to indicate every instance of assistance which co-operative persons have rendered. Without the researches of Carter G. Woodson, Charles H. Wesley, W. E. B. DuBois, Luther P. Jackson, and many other scholars who have contributed significant writings to the field, it would not have been possible for me to write this book. I am grateful to all these patient, careful scholars for the indispensable services they have performed for all students of American history. I am under special obligation to the Library of Congress which generously placed its many facilities at my disposal, and to the North Carolina College Library, the Stanford L. Warren Library, the Duke University Library, the New York Public Library, and

70

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the American Museum of Natural History for their kind assistance.

I am under obligation to the following publishers for their kind permission to make brief quotations from works published by them: The Columbia University Press: Lorenzo J. Greene, *The Negro in Colonial New England* and Sterling Spero and Abram L. Harris, *The Black Worker;* Harcourt, Brace and Company: Claude McKay, *Harlem Shadows;* The Macmillan Company: C. Vann Woodward, *Tom Watson, Agrarian Rebel;* The University of Michigan Press: Dwight L. Dumond, *The Antislavery Origins of the Civil War;* The Yale University Press: Bell I. Wiley, *Southern Negroes, 1861–1865;* and Doubleday and Company: R. R. Moton, *Finding a Way Out.*

To Abram L. Harris, C. Vann Woodward, Mrs. Arthur P. Chippey, Howard K. Beale, L. D. Reddick, Rayford W. Logan, Clement Eaton, Mrs. Dorothy Porter, and Arthur S. Link, I am grateful for helpful suggestions and numerous criticisms. Among my colleagues who have assisted me in this effort I am especially grateful to Joseph H. Taylor, Joseph S. Himes, W. Edward Farrison, Albert L. Turner, Charles A. Ray, Albert Manley, and Miss Helen G. Edmonds. President James E. Shepard kindly relieved me of my teaching duties so that I could complete the manuscript, and I am sincerely appreciative of his generosity. The dedication of the work to my wife expresses inadequately my deep gratitude to her for her sacrifices, co-operation, and enthusiastic support of my efforts in historical writing.

*Durham, North Carolina*
*April 4, 1947*

JOHN HOPE FRANKLIN

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# Index


A. and T. College, 577, 623
Abbott, Anderson, 291
Abbott, Robert S., 562
Abolition Society of Wilmington, Delaware, 160
Abolitionist movement, *see* Anti-slavery movement
Abolitionists, 154, 188, 304; spread literature, 203; attack colonization, 238–9; organize, 247–8; support violent measures, 249; Negro, 249–53; dispute over policy, 264–5; assist runaways, 266; skeptical of Lincoln, 270, 272; demand use of Negro soldiers, 277; urge administration to emancipate slaves, 279–80; condemn compensated emancipation, 281; victory for, 294; *see also* Anti-slavery; Anti-slavery movement
*Abraham Lincoln*, 507
Absentee landlordism, in the Caribbean, 63–4
Abu Ishak, *see* Ibrahim-Es-Sabeli
Abyssinian Baptist Church, 163
Acculturation, 98–9, 154–5; in Canada, 373–6; *see also* Americanization
Actors, Negro, 506–9, 518–19
Adams, Abigail, 138; quoted, 128–9
Adams, Henry, 399
Adams, John, 128, 130
Adams, John (Negro teacher), 229
Adams, John Quincy, 249
Adams, Samuel, 128
Adams, Jane, 446
"Advantage of Living in a Free State, The," 399
Advisers on Negro Affairs, 530–4
AFL-CIO Industrial Union Department, 632
Africa, 10, 208, 425; Negro states in, 10–22; political institutions in, 23–5; economic life in, 25–8, 38; family life in, 28–30, 38; slavery in, 30–1, 42; religion in, 31–4, 38–9; art in, 34–6, 39; literature in, 37, 39; culture of in New World, 39–41; slave trade in, 49–58; Negroes migrate to, 159, 238–41; European activity in, 414, 452; Garvey's program for, 490–1; Negro troops in, 586–7; new nations in, 624; problems of, 646, 647; *see also* Angola, Egypt, etc.
*Africa, Land of My Fathers*, 647
African Free Schools, 228
African Methodist Episcopal Church, 232; founded, 162–3; growth of, 227, 309; supports Baltimore school, 229; Revels a minister in, 320; in Canada, 374
African Methodist Episcopal Zion Church: founded, 163; growth of, 227
African Orthodox Church, 561
African Presbyterian Church, 235
African Society, 164
African survivals, 39–41
*Africana*, 509
*Afro-American*, *see* Baltimore *Afro-American*
Afro-American League, 408
Agency for International Development, 648
Agrarian Revolt, 335–7
Agricultural Adjustment Administration, 535
Agricultural and Mechanical College of Georgia, 420
Agriculture: in Africa, 26; in the Caribbean, 48, 62–6, 351–2; in Latin America, 116–17, 121, 358–9; in the South, 148–9, 166–8, 171–3, 185–7, 190–2, 242, 311–12, 398; depression in, 147, 335; during the Civil War, 287; in Canada, 368–70; New Deal and, 535–6; *see also* Cotton; Sugar Cane; Tobacco, etc.
Ahmose, 7
*Aida*, 520


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Appendix D

"Producing Hit Records - By Dennis Lambert
with Ronald Zalkind"

# Producing Hit Records

by Dennis Lambert with Ronald Zalkind

Foreword by Al Coury

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# Contents

List of Illustrations ix

Demonstration Record References x

Acknowledgments xi

Foreword xii

1. Getting to Know Me 1

2. What Is a Record Producer, and How Do You Become One? 4

*The Role of the Producer*, 4 *Types of Producers*, 8 *Custom Labels*, 10 *The Recording Engineer*, 13 *Arrangers*, 14 *The A&R Executive*, 14 *The Plan*, 16

3. Getting Ready to Produce 20

*Selecting Material*, 20 *Rehearsing*, 22 *Formulating a Budget*, 23 *Recording Budget Work Sheet*, 24 *Selecting a Recording Studio*, 27

4. The Professional Recording Studio 29

*The Equipment in a Recording Studio*, 29 *Professional Recording Studios*, 37 *The Rules of Studio Decorum*, 37 *Recording Work Sheets: Track Sheet*, 41 *Recording Work Sheet*, 42 *Sequences Workup*, 43 *Daily Recording Cost Summary*, 44 *Credit Sheet–Individual Side*, 45



BEST COPY AVAILABLE

5. Getting a Good Sound 47

*The Plan*, 48 *Recording the Drum Kit*, 54 *Recording the Bass and Rhythm Guitars*, 58 *Recording the Keyboards*, 59 *Recording the Percussion*, 60 *Evaluating the Basic Rhythm Tracks*, 60 *Preliminary Instrumental Overdubs*, 61 *Keyboard Overdubs*, 62 *Vocal Overdubs*, 63 *Horn Overdubs*, 65 *String Overdubs*, 68 *Percussion Overdubs*, 70 *Synthesizer Overdubs*, 71

6. Mixing, Remixing, and Editing 72

*What Is Mixing?* 72 *The Chronology of Mixing*, 73 *Remixing*, 77 *Editing*, 79

7. Presenting the Product to a Record Company 80

*First Category—Producers Already Signed to a Contract*, 80 *Technical Credit Sheet*, 81 *Second Category—Producers Submitting Master Tapes "on Spec"*, 83

8. Understanding Production Deals 87

*Basic Production Agreements*, 88 *Contract Duration*, 89 *Minimum Recording Commitment*, 90 *Recording Costs*, 90 *Advances*, 91 *Royalties*, 91 *Publishing Licenses*, 93 *Royalty Accounting*, 94

9. Financing a Production Deal 95

*General Concept*, 95 *Variations in Deal Formation*, 96 *The Professional Fund-Raising Process*, 97 *Structuring a Deal*, 99

10. Conclusion 102

Appendix A. Building a Home Recording Studio 104

Appendix B. Demo Recording Techniques 109

Appendix C. American Federation of Musicians Phonograph Record Labor Agreement 114

Appendix D. American Federation of Television & Radio Artists National Code of Fair Practice for Phonograph Recordings 151

Appendix E. Sample Independent Record Production Contract 173

Appendix F. Sample Letter of Intent 186

Glossary 188

Diary of a Hit 196

# List of Illustrations


| | | |
|---|---|---|
| Figure 1. | Producers do more today than just record music | 6 |
| Figure 2. | Stepwise progression of jobs taken by most successful record producers | 11 |
| Figure 3. | Typical configuration of an input module | 31 |
| Figure 4. | Various ways to record an instrument | 32 |
| Figure 5. | Microphone sound pickup patterns | 35 |
| Figure 6. | Equipment in a professional control room | 38 |
| Figure 7. | Layout of a large recording studio | 39 |
| Figure 8. | Track sheet for "An Imaginary Song" | 49 |
| Figure 9. | VU meter | 52 |
| Figure 10. | Overall recording studio setup for a rock and roll band | 53 |
| Figure 11. | Setup and microphone placements for a drum kit | 56 |
| Figure 12. | Preparation of a kick drum for recording purposes | 57 |
| Figure 13. | Overdubbing a guitar performance with room ambiance | 58 |
| Figure 14. | Microphone placements for lead vocalists and backup vocalists | 63 |
| Figure 15. | Microphone placements for a three-piece and eight-piece horn section | 66 |
| Figure 16. | Setup and microphone placement for a French horn | 67 |
| Figure 17. | Setup and microphone placements for a fourteen-piece string section (eight violins, four violas, two cellos) | 69 |
| Figure 18. | Parallel imaging (live performance to assignment in the stereo panorama) | 75 |
| Figure 19. | Model of a four-walled room-within-a-room recording studio | 105 |
| Figure 20. | Side view of sound-treated recording studio wall | 107 |

# Foreword

Throughout my years in the music industry working closely with many different artists and many different kinds of music, I have found that the producer is a key element in the success of any musical endeavor. One of the finest producers I have worked with is Dennis Lambert, whose wide-ranging knowledge of every aspect of the music business is an invaluable asset to any project. His flexible talents have led him to work not only with records but also with motion picture and television themes, delivering superb results in all fields. Dennis brings to each project a sensitive awareness of its specific needs combined with the outstanding technical expertise and experience that have enabled him to become one of the industry's most respected producers.

Dennis Lambert and his partner Brian Potter, songwriters as well as producers, have worked with a spectacular array of artists such as Glen Campbell, The Four Tops, Santana, The Grass Roots, The Righteous Brothers, Dusty Springfield, Tavares, and Player. In fact, one of my most exciting memories of Dennis Lambert is his work with Player, when "Baby Come Back," the very first single from the group's first album, became an instant number one hit across the board.

With a catalogue of almost three hundred songs and more than four hundred commercially released recordings, Lambert and Potter are firmly established as a noteworthy and important production team, a fact the music industry has acknowledged with a number of awards over the years. Yet they continue to write and produce hit music with a fresh and timely sound that I am sure will continue to bring them great success in the years to come.

With this book, Dennis Lambert has distilled the essence of his talent and experience into an interesting and illuminating guide to the complexities of recording music. It is a welcome addition to the literature of music, one that I am sure will be helpful to aspiring artists and producers everywhere.

AL COURY
President, RSO Records







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# 1
# Getting to Know Me

Record production, one of the most sought after, potentially lucrative careers in the entertainment universe, is something of an enigma. Almost everyone, at one time or another, has wanted to become a producer; almost no one, on the other hand, including successful producers like myself, has taken the time to explain record production in a clear, comprehensive, and realistic way. I hope this book will answer most of the practical questions aspiring producers have about getting into and getting ahead in this creative, dynamic corner of the music business.

My involvement with the record industry grew out of my career as a live performer. Working professionally as a singer from the time I was seven years old, I was lucky enough to be signed by the Tokens to a recording contract with Capitol Records in 1961. The Tokens, who had had hit records in their own name, were operating as independent producers, supplying different record companies with completed masters of artists they found and developed. Although their efforts with me as a singer enjoyed no commercial success, the process of recording captured my imagination. I began to think that someday I could become a good record producer.

In the years that followed I tried several more times to make it as an artist, both alone and as the lead singer in a group, but again, no cigar. Yet the attraction of working behind the scenes was growing stronger, and in a matter of months I forsook the potential glamour of performing for the fascinating, creative role of record producer.

In fifteen years, I have made a lot of records, some good, some not so good. I joined forces in 1969 with Brian Potter, and we are currently celebrating our eleventh year as collaborators and partners. Together we have created enormously successful records that have sold in the millions of units. Where possible in this book, I will make specific reference to some of these recordings.

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# APPENDIX D
# American Federation of Television and Radio Artists National Code of Fair Practice for Phonograph Recordings

(1) UNION SECURITY
On the thirtieth (30th) day following the effective date of this provision or on the thirtieth (30th) day following the first engagement of an artist, whichever is later, membership in the union shall be required of each artist as a condition of engagement, provided however, that when a recording is produced in an area where AFTRA then does not have a bona fide Chapter or Local, (or, having a Chapter or Local, AFTRA does not warrant that it represents a majority of artists in that area), then the provisions of this clause shall not apply to artists engaged in making recordings in that area; it being understood however the other provisions of this Code shall apply to such artists.

(2) NO STRIKE, NO LOCKOUT
The Company shall not engage in any lockout and AFTRA, its representatives and members shall not cause, authorize, give leadership to or take part in any strike or other curtailment or restriction of work, pending arbitration as herein agreed to, provided, however, that the failure of a party to comply with any Arbitration Award made against such party, shall release the other party from its obligations under this paragraph.

(3) ARBITRATION
All disputes and controversies of every kind and nature whatsoever between any Company and AFTRA or between any Company and any member of AFTRA, arising out of or in connection with this Code, and any contract or engagement made or extended on or after April 1, 1977 (whether overscale or not, and whether at the minimum terms and conditions of this Code or better) in the field covered by this Code as to the existence, validity, construction, meaning, interpretation, performance, non-performance, enforcement, operation, breach,



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# APPENDIX E
# Sample Independent Record Production Contract*

Agreement made this *1st* day of *January 1980*, between *Joe Producer's Co.* (hereinafter, you) and *The Great Record Co.* (hereinafter, *GRC*).

1. TERM

A. This agreement shall commence as of *January 1, 1980*, and shall continue in force for a term that shall consist of an initial period ending *12/31/1980* (unless extended or suspended as provided herein [hereinafter, the Initial Period]) and the additional period or periods, if any, for which such term may be extended through *GRC's* exercise of one or more of the options granted to GRC in paragraph 1 B below.

B. You grant *GRC* two (2) consecutive options to extend the term of this agreement for additional periods of one (1) year each (hereinafter, the First Option Period and the Second Option Period, respectively) upon all of the terms and conditions herein contained. *GRC* may exercise each such option by giving you notice in writing at least thirty (30) days prior to the expiration of the then current contract period.

2. MINIMUM PRODUCING COMMITMENT

A. During each of the three contract periods described in Article 1 above, you will furnish the services of *Joe Producer* (hereinafter, the Producer) as independent producer(s) in connection with Master Recordings embodying the performances of such recording artists upon whom you and we shall mutually agree (hereinafter, the Artist or Artists) sufficient to constitute 20 sides but for not more than 4 Artist(s).

*For purposes of clarity, blanks in this contract form have been filled in with fictitious names, numbers, and dates. All such insertions have been italicized.



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# Glossary

**A&R.** Abbreviation for "Artist and Repertoire," a term used to signify record company personnel involved in signing artists and producers and casting the right songs for recording artists.

**Acetate.** A reference disc of recorded material.

**Advance.** Money paid to artists and producers by record companies before it is earned, or in advance of record royalties; if, for example, the advance to a producer were $5,000, the record company would retain the first $5,000 of the producer's royalties in order to recover, or recoup, its advance.

**All-in production contract.** Synonym for an overall production agreement whereby the artist and the producer receive a combined royalty.

**Arranger:** A person who arranges or orchestrates a song for performance by musicians on a recording session.

**Assembling.** The positioning of songs in the sequence that will be heard as side 1 and side 2 of a long-playing album.

**Attenuator.** A switch built into the mic/line circuit of a recording console and used to reduce overloading and distortion by reducing level; used when recording strong signals.

**Baffles.** Portable walls treated with sound-absorbing or sound-reflecting materials that help prevent leakage.

**Basic tracks.** Synonym for the rhythm tracks on a record.

**Beats.** Rhythmic pulses of equal time value associated with a bar or measure of music; the recording engineer will usually splice musical sections at the beginning of a beat.

**Blank tape.** Virgin tape used to create space between the bands on each side of an album; used in place of leader tape if the producer wishes a completely noiseless bridge between performances.







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## Glossary

**Block booking.** An arrangement whereby a professional studio owner agrees to allow a producer to use a studio on a twenty-four-hour basis for the duration of recording; block bookings enable everyone to go home at night without having to break down the recording setup, or zero the recording console.

**Blue box:** A processing device that electronically adds octaves to the signal by doubling or halving the frequency cycle.

**Board.** Synonym for a recording console.

**Bottom.** Term referring to low frequency response or bass presence.

**Bounce.** Synonym for ping-pong.

**Brightness.** Term referring to the high frequency response.

**Budget records.** A product line whose retail list price is several dollars lower, or between 30 and 50 percent less, than a company's first-line product.

**Bus.** Industry slang for an output channel that carries recorded signals to a tape recorder.

**Cardioid microphone.** A mike that picks up in a heartlike pattern; radiating from a central point to an arc of approximately 90 degrees.

**Charts.** Musical arrangements that are written out for band members.

**Clam.** Slang for a mistake, i.e., a bad note.

**Clean.** Production slang for an uncluttered performance executed without flaw.

**Close-miking.** The current industry norm for recording instruments live; the microphone is placed from six to twelve inches away from the instrument or amplifier.

**Compressor.** A processing device that compresses the dynamic response of a particular sound and creates a more constant, even level.

**Concept album.** A recording with a musical or lyrical theme underlying the entire album.

**Condenser microphones.** Mikes that are excellent reproducers of high frequencies and are generally more sensitive than are dynamic microphones but require a separate power supply.

**Container charge.** An allowance for lowering the base price of an album for purposes of computing record royalties; the record company's argument is that the artist and the producer should be charged something for the design, fabrication, and printing of attractive album covers and inner sleeves that help sell their records.

**Copyist.** A person who takes the orchestration created by an arranger and copies it neatly into orchestral parts for each musician.

**Cover.** A new recording of a song already commercially released.

**Crispy.** Production slang for a tight snare drum sound.

**Cross-collateralization.** The right of a company to retain income under one agreement (such as a production deal) to pay back unrecouped expenses under another agreement (such as a publishing deal); from the producer's viewpoint, cross-collateralization is unfair and should be avoided at all costs.

**Cue mix.** A mono or stereo blend of musical performances that can be fed to a musician's left and/or right earphone during recording.

**Cue system.** A communications network built into the recording console whereby the producer and the recording engineer can talk to musicians in the studio through earphones and feed previously recorded performances or performances in progress to the musicians while they record.

**Custom label.** A minirecord company distributed by a larger, full-service company, which uses the label identification of the custom label owner (who many times is a superstar producer); custom label royalties are the highest production royalties in the industry.



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# Appendix E

## "The Headly Treasure of Bibelots and Boxes"

# THE HEADLEY TREASURE OF BIBELOTS AND BOXES

*With a Foreword and Notes by*

GEORGE W. HEADLEY

*and an Introduction by*

MARVIN C. ROSS

OCTOBER HOUSE INC · NEW YORK

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145
HEAL



*Frontispiece:* JEWEL FANTASY WITH PORTRAIT OF GEORGE HEADLEY

This *trompe-l'oeil* portrait of the author was painted in egg tempera by Siegfried Reinhardt, in 1958.

*Library of Congress Catalog Card Number 65-29280*

*Copyright © 1965 by George W. Headley*

*Printed and bound by Clarke & Way, Inc., New York*

*Color separations by Magnagraphic, Inc., Lexington, Kentucky*

*Designed by Bert Clarke*

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List of Illustrations from The Headley Treasure of Bibelots and Boxes

Plate I Bird Cage.....p.12

A Chinese figure carved in Persian turquoise is seated on a cushion of lopes lazuli in an 18 karat gold cage adorned with pear shaped sapphires and round diamonds.
Height-7 1/8 inches
Jeweler: Ernst Just, Charles Vaillant Inc.
New York

Plate II Daphne.....p. 14

The figure and the blossoms of the 18 karat gold tree are carved in antique Italian coral and encrusted with diamonds. The rock is of soufre.
Height-7½ inches
Jeweler: Ernst Just, Charles Vaillant Inc.
New York

Plate III Composition with Three Ancient Greek Gold Figures.....p.16

The three gold figures come from a Greek child's necklace of 400 B.C. They are mounted with gold granulation duck heads, topaz and pearls. The entire composition rests on a black lacquer base.
Height-6¼ inchest including base.
Mounted by Charles Vaillant Inc.
New York

Plate IV Gold Cigarette box.....P.16

The box is in chased gold with borders of grape vines. The antique coral figure from Naples holds a dove.
Height 4¼ inches
Jeweler: Romolo Grassi, Milan

Appendix F

"Tobacco" (World Book Company)

Toad eggs hatch in 2 to 12 days, depending on the species and on water temperature. Tadpoles emerge from the eggs. The change from tadpole to the young toad takes three weeks or longer, also depending on the species and water temperature. Tadpoles develop more quickly in warm water than in cold water. See TADPOLE.

Many young toads stay near the water for a while, feeding and growing. When small toads leave their birthplace, they travel at night and during rains. They do this because they must keep their bodies moist. Some toads never return to a watery place except to breed. Instead, they make their homes in fields or gardens. Rain keeps them moist. During dry summers these toads dig deep into the soil to stay moist. Most toads probably live from 1 to 2 years.

**Scientific Classification.** Toads make up the toad family, *Bufonidae*. The common American toad is classified as genus *Bufo*, species *B. americanus*.

W. FRANK BLAIR

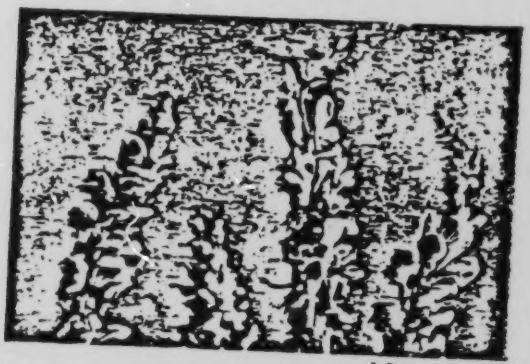
See also FROG; MIDWIFE TOAD; SURINAM TOAD.

**TOADFISH** is a scavenger fish that lives on the bottom of tropical and temperate oceans. It has a large head and a short, scaleless body. The toadfish averages 9 to 10 inches (23 to 25 centimeters) in length. The fish may snap up bait so eagerly that sometimes they make a grunting sound.

**Scientific Classification.** Toadfishes are members of the toadfish family, *Batrachoididae*. They are genus *Opsanus*, species *O. tau*.

LEONARD P. SCHULTZ

**TOADFLAX,** or BUTTER-AND-EGGS, is a weed with yellow flowers and pale green leaves. It grows in central North America, as far west as the Rocky Mountains. The flowers cluster along the upper part of the stem. They are tube-shaped, with the edge cut into an upper and lower lip. The upper lip has two lobes, and the lower lip has three. A thick, orange-colored ridge on the middle lobe covers the mouth of the tube. The weight of a bee looking for nectar forces the mouth of the tube open. Toadflax was brought to America from Europe. It is sometimes grown in gardens.



J. Horace McFarland

**Toadflax Has Clusters of Yellow, Tube-Shaped Flowers.**

**Scientific Classification.** Toadflax is in the figwort family, *Scrophulariaceae*. It is genus *Linaria*, species *L. vulgaris*.

EARL L. CORE

See also FLOWER (picture: Flowers of Roadside).

**TOADSTOOL.** See MUSHROOM.

**TOBACCO** is a plant whose leaves are used chiefly in making cigarettes and cigars. Other tobacco products include smoking tobacco for pipes, chewing tobacco, and snuff. Inferior grades of tobacco leaves are used in making insecticides and disinfectants. The stalks and stems of the plant serve as an ingredient for some types of fertilizer.

Tobacco ranks as an important crop in more than 50 countries. During the mid-1970's, the annual worldwide production of tobacco totaled more than 12 billion pounds (5½ billion kilograms). China leads in tobacco production, followed by the United States, India, Russia, and Brazil.

Farmers in the United States harvest about 2¼ billion pounds (1 billion kilograms) of tobacco annually. Sales of the crop total more than $2 billion. North Carolina is the leading tobacco-producing state, followed by Kentucky, Virginia, South Carolina, and Tennessee.

The tobacco industry in the United States produces about 651 billion cigarettes and about 5½ billion cigars yearly. About 150 million pounds (68 million kilograms) of tobacco are manufactured annually for smoking tobacco, chewing tobacco, and snuff. The annual value of tobacco products amounts to about $14½ billion. Most of this income comes from domestic sales.

The taxes on tobacco products provide a major source of revenue for the United States government. Tobacco products are also taxed by all the state governments and some local governments. Taxes on tobacco total about three times the amount that the growers receive for their crops.

Tobacco contains small amounts of nicotine, a substance that acts as a stimulant on the heart and other organs. Nicotine also stimulates the nervous system, causing many people to become addicted to it. Physicians believe these stimulating effects of nicotine help make smoking pleasurable. However, concentrated amounts of nicotine are poisonous. The nicotine that people consume from cigarettes may contribute to the occurrence of heart attacks and stomach ulcers. The tar produced by burning tobacco is thought to be a major cause of lung cancer in smokers. See SMOKING; DRUG ABUSE.

### The Tobacco Plant

Cultivated tobacco is an *annual* plant—that is, it lives only one growing season. The plant reaches a height of 4 to 6 feet (1.2 to 1.8 meters). It produces about 20 leaves, which measure from 24 to 30 inches (61 to 76 centimeters) long and 15 to 18 inches (38 to 46 centimeters) wide. The tobacco plant ranges from light green to dark green in color. A vigorous, mature plant can produce a million seeds yearly—enough to plant about 100 acres (40 hectares) of tobacco.

### Kinds of Tobacco

In the United States, tobacco is classified into four main groups: (1) air-cured tobacco, (2) fire-cured tobacco, (3) flue-cured tobacco, and (4) cigar leaf tobacco. The first three kinds are classified according to the method used in *curing* (drying) the leaves. More information on these methods appears in the *Curing Tobacco* section. Cigar leaf tobacco is air cured, but it is classified according to its use.





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Air-cured tobacco consists of two varieties, light air-cured and dark air-cured. Most cigarettes contain the two major types of light air-cured tobacco, burley and Maryland. Burley tobacco accounts for about 30 per cent of the tobacco production in the United States. Dark air-cured tobacco is used primarily for chewing tobacco and snuff.

Fire-cured tobacco has a distinctive smoky aroma and flavor. It is used to make smoking tobacco, chewing tobacco, snuff, and strong-tasting cigars.

Flue-cured tobacco is also called *bright tobacco* because the curing process turns it yellow to reddish-orange. It accounts for more than 60 per cent of the tobacco produced in the United States. Most flue-cured tobacco is used in cigarettes.

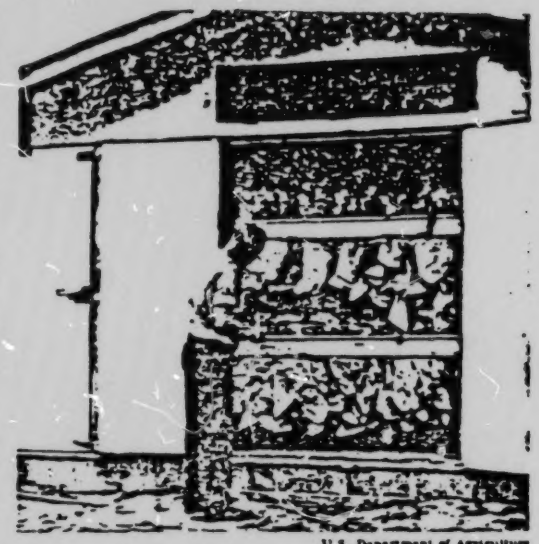
There are three types of cigar leaf tobacco: (1) cigar filler tobacco, (2) cigar binder tobacco, and (3) cigar wrapper tobacco.

Cigar filler tobacco is used in the body of cigars because it has a sweet flavor and burns evenly. Cigar binder tobacco was once used to hold filler tobacco together, but most cigar manufacturers now use *reconstituted tobacco sheets* instead. These sheets are made from waste or damaged tobacco leaves. Today, cigar binder is used primarily in making chewing tobacco.

Cigar wrapper tobacco is used for the outside cover of cigars. It must have high-quality leaves that are smooth, thin, and uniform in color. To grow leaves with these characteristics, farmers surround the tobacco with a framework covered by cloth. Production of cigar wrapper tobacco is difficult and expensive, and many manufacturers use reconstituted tobacco sheets to cover their cigars.

WORLD BOOK illustration by James Teason

**The Tobacco Plant,** above, lives for only one growing season. It stands from 4 to 6 feet (1.2 to 1.8 meters) high and ranges in color from light green to dark green. The plant has about 20 leaves and grows light pink flowers.



U.S. Department of Agriculture

**Tobacco Is Cured (Dried) in a Special Barn** before being sent to market. In a modern curing barn, above, a furnace heats the air, which fans force through the drying leaves.

### Raising and Marketing Tobacco

**Planting and Cultivation.** The soil and climate conditions that favor tobacco growth vary according to the kind of tobacco being raised. However, most tobacco grows best in a warm climate and in carefully drained and fertilized soil.

Tobacco seeds are planted in seed beds in late winter or early spring and covered with cloth or plastic. The plants grow 6 to 8 inches (15 to 20 centimeters) tall in 8 to 12 weeks and are then transplanted into the field.

Farmers cultivate the soil several times to keep it loose and to eliminate weeds and grasses. The last cultivation occurs after the plants reach a height of 18 to 24 inches (46 to 61 centimeters).

The upper part of the plant is *topped* (cut off) when it begins to produce flowers. This process allows the remaining leaves to become larger and heavier.

**Harvesting Tobacco.** Farmers harvest tobacco from 70 to 90 days after it has been transplanted. They use two harvesting methods, called *priming* and *stalk-cutting*.

Priming involves picking the individual tobacco leaves as they ripen. The leaves were once picked by hand, but most farmers now use priming machines. The priming method is used to harvest cigar wrapper, flue-cured, and some cigar filler tobaccos.

Stalk-cutting consists of cutting the entire plant with a hatchetlike tool. The stalks are then placed on sticks and left in the field for a day or two to wilt. Growers use the stalk-cutting method to harvest air-cured, fire-cured, and most cigar leaf tobaccos.

**Diseases and Pests.** Diseases that attack tobacco include *black shank* and *black root rot*. Many farmers raise newly developed types of tobacco that resist black



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shank and various virus diseases. Crop rotation is the most effective way to control black root rot.

Budworms, flea beetles, grasshoppers, and other insects also damage tobacco plants. Farmers use insecticides to control these pests.

**Curing Tobacco** involves drying the sap from newly harvested leaves. This process produces various chemical changes in tobacco that improve its flavor and aroma. There are three methods of curing tobacco: (1) air curing, (2) fire curing, and (3) flue curing. Each type of tobacco responds most favorably to one of these methods. Curing takes place in curing barns that are built specifically for the method used.

Air curing uses natural weather conditions to dry tobacco. Air-curing barns have ventilators that can be opened and closed to control the temperature and humidity. This process takes from four to eight weeks.

Fire curing dries tobacco with low-burning fires. The smoke gives fire-cured tobacco its distinctive taste and aroma. Farmers regulate the heat, humidity, and ventilation in the curing barns so the leaves will not be scalded. Fire curing takes from three days to six weeks.

Flue curing dries tobacco by heat from *flues* (pipes) connected to furnaces. The temperature is gradually raised from 90° F. (32° C) to 160° F. (71° C) until the leaves and stems are completely dry. The flue-curing method takes about a week.

**Marketing Tobacco.** Farmers sell tobacco by two major methods, *loose leaf auctions* and *country sales*.

Loose leaf auctions handle about 95 per cent of the tobacco sales in the United States. The term *loose leaf* in leaf form rather than packed in containers.

Auction warehouses operate in cities and towns throughout tobacco-growing regions. In the United States, federal inspectors examine tobacco before it is sold and grade it according to government standards.

Buyers from tobacco companies bid on the tobacco, which is usually sold to the highest bidder. The government has *price supports* that guarantee the sale at a certain price for tobacco. The government buys the tobacco if bidders do not offer this amount.

Country sales involve the direct sale of tobacco from farmers to buyers outside the auction system. Most cured leaf tobacco is sold directly. This system is also called *barn-door marketing* because the buyers usually come to the farm to inspect the crop.

### Manufacturing Tobacco Products

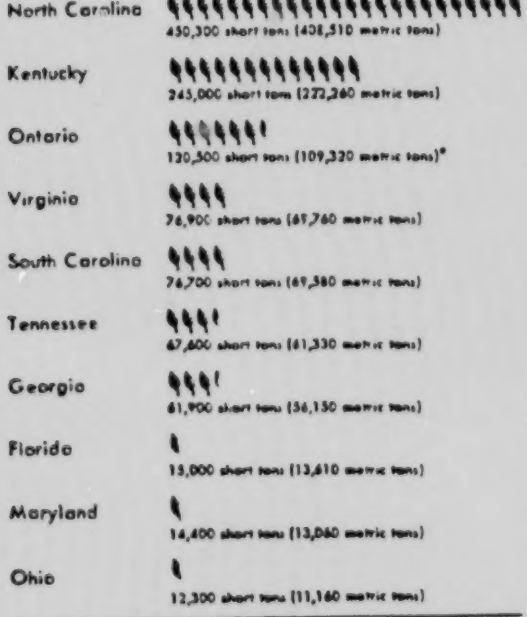
Freshly cured tobacco has a sharp aroma and bitter taste. Therefore, most tobacco is put into storage and allowed to age before being used in manufacturing tobacco products.

Prior to storage, most tobacco goes through a redrying process, during which it is completely dried and cooled. Manufacturers then restore some water throughout the leaves to ensure uniform moisture content. This practice prevents the leaves from breaking.

Next, tobacco is stored for two or three years in barrel-like containers. During storage, it ages and undergoes a chemical change called *fermentation*. Fermentation gives tobacco a sweeter, milder flavor and aroma and reduces its nicotine content. Tobacco also loses moisture and becomes darker during aging.

**Leading Tobacco-Growing States and Provinces**

Tobacco grown in 1976




*1976, latest available information.
Source: U.S. Department of Agriculture, Statistical Canada.

**Leading Tobacco-Growing Countries**

Tobacco grown in 1976

*Estimate.
Sources: FAO, U.S. Department of Agriculture.



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A somewhat different procedure is used to age cigar leaf tobacco, which does not require redrying. Bales of this tobacco are placed in heated rooms or are simply hung up to ferment before storage.

Cigarettes account for about 90 per cent of the tobacco consumed in the United States. The remainder is used in making cigars, smoking tobacco, chewing tobacco, and snuff.

Cigarettes contain blends of burley, Maryland, flue-cured, and imported Oriental and Turkish tobaccos. Manufacturers add such flavorings as honey, licorice, menthol, and sugar to the blended tobacco. A chemical called *glycerine* is often added to preserve moisture.

Various machines handle the entire process of making and packaging cigarettes. Cigarette-making machines can produce about 4,000 cigarettes a minute.

Cigars consist of about 85 per cent cigar filler, 10 per cent cigar binder, and 5 per cent cigar wrapper tobaccos. Most cigars are made by machines, but the more expensive kinds are hand-rolled.

Most smoking tobacco is used in pipes, but some people smoke it in the form of cigarettes that they roll by hand. For flavor, manufacturers add tonka beans, vanilla leaves, and other substances. Tobacco flavorings are called *saucing compounds*.

Chewing tobacco is made from various types of inferior grade tobacco. Most chewing tobacco is treated with such saucing compounds as honey or licorice.

Snuff consists of a coarsely ground mixture of tobacco leaves and stems that has been pressed into a fine powder. The powder is strained through cloth and flavored with oils and spices.

### History

American Indians smoked tobacco in pipes long before Christopher Columbus sailed to the New World in 1492. Columbus brought some tobacco seeds back to Europe, where farmers began to grow the plant for use as a medicine that helped people relax. In 1560, a French diplomat named Jean Nicot—from whom tobacco receives its botanical name, *Nicotiana*—introduced the use of tobacco in France.

Commercial production of tobacco began in North America in 1612, after an English colonist named John Rolfe brought some tobacco seeds from South America to Virginia. The Virginia soil and climate were excellent for tobacco, and it became an important crop there and in other parts of the South.

Most of the tobacco grown in the American Colonies was exported to England until the Revolutionary War began in 1775. Manufacturers in the United States then began to produce smoking tobacco, chewing tobacco, and snuff for domestic use. Cigars were first manufactured in the United States in the early 1800's.

Spaniards and some other Europeans began to smoke hand-rolled cigarettes in the 1600's, but few people in the United States used them until the 1850's. Cigarette smoking became increasingly popular after the first practical cigarette-making machine was invented in the early 1880's.

The use of tobacco products has been a controversial issue for many years. During the 1500's, European physicians declared that tobacco should be used only for medicinal purposes. The Puritans in America considered it a dangerous narcotic. During the 1960's,

Brown & Williamson Tobacco Corporation

**During Cigarette Manufacturing,** cakes of blended tobacco are cut into slender shreds and inspected for quality, above.

scientists established that smoking tobacco products—especially cigarettes—could cause lung cancer, heart disease, and other illnesses.

Some cigarette manufacturers reacted to the medical findings by reducing the tar and nicotine content of cigarettes. However, doctors state that these measures have not eliminated the dangers of smoking.

Various federal laws have been passed in the United States regarding the sale of tobacco products. Since 1966, manufacturers have been required to include a health warning on all packages and cartons of cigarettes. Another law, which went into effect in 1971, banned radio and television commercials on tobacco products. In 1972, manufacturers agreed to include a health warning in all cigarette advertising. Some states have laws that prohibit smoking in various public places.

**Scientific Classification.** The tobacco plant belongs to the nightshade family, Solanaceae. The major kind is genus *Nicotiana*, species *N. tabacum*. J. H. SIMLEY

**Related Articles in World Book include:**

Cigar
Cigarette
Colonial Life in America (Crops)
Filter
Kentucky (picture)
Nicotine
Pipe
Snuff
Virginia (picture)

**TOBAGO.** See Trinidad and Tobago.

**TOBEY, MARK** (1890-1976), was an American artist who painted elaborate linear abstract pictures, often on a small scale. Tobey's delicately colored compositions have dense patterns of lines and small symbols. They have been compared to *calligraphy* (the art of fine handwriting). Tobey used the term *white writing* to describe his style. Tobey developed his calligraphic style after a study trip to the Orient in the 1930's. Later he ordered his images into highly complex groupings of tiny forms. Tobey's paintings were admired by Europeans, who saw in them an American blend of Eastern and Western styles. Tobey was born in Centerville, Wis. Dore Ashton

**TOBOGGANING,** *toh BAHG un ing*, is the winter sport of coasting on snow or ice by means of toboggans, which are sleds without runners. A toboggan is made of strips of hickory, ash, or maple, with the front ends



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# Appendix G

## Selected Tables and Graphs

## How four sandwich fillings compare

The table shows how much of a 7- to 10-year-old's Recommended Daily Allowance (RDA) for a number of nutrients is provided by four sandwich fillings. The RDAs are set by the National Academy of Sciences/ National Research Council. Serving size, serving cost, and other measurements are as determined by CU or are based on data from the U.S. Department of Agriculture.

524

OCTOBER 1982

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# Motocross bikes

Listed in order of estimated overall quality. Differences among models were generally slight, except where separated by heavy rules. All have full set of reflectors, but none have fenders. Except as noted, all are closed-frame single-speed models with kickstand and knobby, 20-in. tires on standard spoked wheels. Unless otherwise indicated, none are intended for off-road use or competition, according to the manufacturers; such use could void warranty.

Prices are suggested retail. * indicates that price is approximate. + indicates that shipping is extra.

Excellent ● Very good ◕ Good ○ Fair ◒ Poor ●

| Brand and model | Price | Handling | Level | Incline | Rear coaster | Rear caliper | Front caliper | Optimum combination | Wet (1) | In-line | Cornering | Frame | Handlebar support | Steering | Crank | Wheel | Pedal | Seat quality | Construction quality | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pedaling | | | | Braking | | | | | Traction Rigidity | | | | | Bearing quality | | | | |
| RALEIGH R-40 TUFF BMF | $190 | ● | ● | ● | – | ◒ | ○ | ◔ | ◕ | ☒ | ◔ | ◔ | ○ | ○ | ○ | ◒ | ◔ | ○ | ◔ | A,F,G,H,I,J |
| RALEIGH R-40 MKIII | 150 | ● | ● | ● | ◒ | – | – | ◒ | ◒ | ○ | ◔ | ● | ○ | ○ | ○ | ◒ | ◔ | ○ | ◔ | C,D,F,G,H,J |
| SCHWINN 843 SCRAMBLER | 196* | ● | ◔ | ● | – | ◒ | ○ | ◔ | ◕ | ☒ | ◔ | ◒ | ◒ | ○ | ○ | ○ | ◒ | ○ | ○ | C,J |
| MONGOOSE BMX WIREWHEEL | 190* | ● | ◔ | ● | ◒ | – | – | ◒ | ◒ | ◔ | ◔ | ○ | ● | ○ | ○ | ◔ | ◒ | ◒ | ◔ | C,D,I,K |
| VISTA GTX99 | 125* | ○ | ◔ | ◔ | ◒ | – | – | ◒ | ◒ | ○ | ◔ | ◔ | ◔ | ○ | ○ | ◒ | ◔ | ○ | ◔ | C,D,F,J |
| J.C. PENNEY EAGLE V 0939 | 190 | ◒ | ○ | ◒ | – | ◒ | ○ | ◔ | ◔ | ◒ | ◔ | ◒ | ○ | ◒ | ● | ○ | ◒ | ◒ | ○ | B,F,G,H,K,L |
| BOSS 142.25 THX | 165 | ◒ | ○ | ○ | – | ◒ | – | ◒ | ● | ☒ | ◒ | ◔ | ◔ | ○ | ● | ◒ | ◒ | ◒ | ○ | C,D,F,G,H |
| BOSS SLINGER 134.25 | 125 | ◒ | ○ | ○ | ◒ | – | – | ◒ | ◒ | ◒ | ◒ | ○ | ◔ | ○ | ● | ◒ | ◒ | ◒ | ○ | D |
| SEARS FREE SPIRIT BMX FS500 Cat. No. 45987 | 150+ | ◒ | ○ | ◒ | – | ◒ | ◒ | ○ | ● | ☒ | ◒ | ◔ | ◔ | ● | ● | ◒ | ● | ◒ | ◒ | F,G,H,K |
| SCHWINN BS44 THRASHER | 143* | ○ | ◒ | ● | ◒ | – | – | ◒ | ◒ | ◒ | ◒ | ◒ | ◔ | ○ | ○ | ○ | ○ | ◒ | ○ | D,I,J |
| SEARS BMX FS100 Cat. No. 45757 | 100+ | ○ | ○ | ◒ | ◒ | – | – | ◒ | ◒ | ○ | ◔ | ○ | ○ | ● | ● | ◒ | ● | ● | ● | F,G,H,K |
| MURRAY X-20 TEAM MURRAY 2-8432 | 141 | ● | ○ | ◒ | ◒ | ☒ | ◒ | – | ◒ | ◒ | ◒ | ◔ | ◔ | ◔ | ● | ● | ○ | ◒ | ◒ | F,G,H,K |
| AMF HAWK 4 BMX K9294 | 139 | ◒ | ○ | ○ | ◒ | ● | ◒ | ○ | ◒ | ● | ◒ | ○ | ● | ● | ● | ◒ | ◒ | ○ | ◒ | F,G,H,K |
| HUFFY PRO THUNDER BMX 20402 | 160 | ● | ○ | ◔ | – | ◒ | ○ | ◔ | ● | ☒ | ◕ | ● | ◒ | ● | ● | ◒ | ◒ | ◒ | ◒ | C,E,F,G,H |
| COLUMBIA PRO AM 2236 | 160* | ◒ | ○ | ○ | ◒ | ☒ | – | – | ◒ | ◒ | ◒ | ● | ○ | ◒ | ◒ | ● | ● | ◒ | ○ | A,F,G,H,K |
| MURRAY TEAM MURRAY BMX 2-8646 | 130 | ● | ◒ | ◒ | ◒ | – | – | ◒ | ◒ | ◒ | ◔ | ○ | ◒ | ● | ● | ● | ● | ○ | ● | A,F,J |
| J.C. PENNEY DIRT TRACKER II 0966 | 110 | ● | ● | ● | ◒ | ☒ | – | – | ◒ | ◒ | ◒ | ◔ | ○ | ◒ | ◒ | ● | ◒ | ● | ● | ● | F |
| WARDS BMX 36 OPEN ROAD Cat. No. 80691 | 80+ | ● | ● | ● | ◒ | – | – | ◒ | ◒ | ◒ | ◒ | ○ | ● | ◒ | ● | ◒ | ● | ● | ● | – |
| AMF AVENGER MOTOCROSS EX221 K9221 | 100* | ● | ● | ● | ◒ | ☒ | – | – | ◒ | ◒ | ◒ | ◒ | ◒ | ○ | ● | ◒ | ◒ | ◒ | ● | ● | G,J |
| COLUMBIA FORMULA 16 BMX 2316 | 110* | ● | ● | ● | ◒ | ☒ | – | – | ◒ | ◒ | ◒ | ● | ◒ | ◒ | ◒ | ● | ◒ | ◒ | ○ | ● | F,G,J |
| HUFFY THUNDER BMX 36 20362 | 100 | ● | ● | ● | ◒ | ● | – | ◒ | ◒ | ◒ | ◕ | ◒ | ● | ● | ● | ◒ | ● | ◔ | ● | F,G,H |

## Conditionally Acceptable

■ *The following model was judged Conditionally Acceptable because of inadequate brake performance. Condition for acceptability is adding a front-caliper brake (see story). With front brake added, model would be placed in first Ratings group.*

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MONGOOSE BMX FREEMAN | 215* | ● | ◔ | ● | – | ● | – | ● | ● | ☒ | ◔ | ◒ | ◔ | ○ | ○ | ◔ | ◔ | ◒ | ◔ | B,D,I,K |

1 ☒ *Performance of coaster brakes not affected in wet-braking test.* ☒ *Coaster brake tended to grab or jam, causing inadvertent skids.*

☒ *Weak wet braking; traction limits not reached.*

**KEY TO COMMENTS**

A - Plastic mag wheels
B - Aluminum mag wheels
C - Heavy-duty spoke wheels
D - No front caliper brake, but bike has mounting hole to accept one
E - 2-speed gearshift.
F - Handlebar pad
G - Frame pad
H - Handlebar support pad
I - No kickstand
J - Slender tire on one or both wheels
K - According to the manufacturer, bike is suitable for off-road use or competition
L - Not listed in current catalog but may be available in some J.C. Penney retail stores



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# Ratings

## Portable radio/cassette recorders

Listed in order of estimated overall quality, based on FM and tape-deck laboratory tests and convenience judgments. Prices are suggested retail, rounded to nearest dollar; + indicates that shipping is extra. Discounts are usually available.

Better ← → Worse

| Brand and model | Price | Dimensions (Hx W x D), in. | Weight, lb. | Tape-deck: Tone quality | Tape-deck: Freedom from flutter | Tape-deck: Speed accuracy | Tape-deck: Tone quality | Tape-deck: Sensitivity | Tape-deck: Selectivity | FM: Image rejection | FM: Sensitivity | FM: Selectivity | Audio volume control | Interference rejection | Wide stereo | Batteries: number/size | Battery life, hr.: soft/loud | Advantages | Disadvantages | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AIWA CS660 | $295 | 13x22x7 | 18¼ | ◓ | ○ | ◒ | ◒ | ○ | ◓ | ◓ | ○ | ◓ | ◓ | ○ | — | 8/D | 64/21 | D,H,I,N,O | a,d | B,D,E |
| SANYO MX620K | 230 | 12x20x7 | 15 | ◓ | ◒ | ● | ◓ | ◒ | ◓ | ○ | ◓ | ○ | ◓ | ◒ | — | 8/D | 65/9 | B,D,H,O | b,d | B,C,D,E |
| PANASONIC RX5250 | 300 | 11x20x7 | 15¾ | ◓ | ◓ | ◒ | ○ | ○ | ◓ | ○ | ◓ | ○ | ◓ | ◒ | ◉ | 8/D | 39/24 | A,C,D,J,J, N,O | — | B,C,E,H |
| REALISTIC SCR6 | 260 | 11¾x19x7 | 13¾ | ○ | ◒ | ○ | ○ | ◒ | ◓ | ○ | ◓ | ○ | ○ | ◒ | ○ | 8/D | 56/6 | A,C,D,N | — | B,F |
| JVC RC686JW [1] | 280 | 10x19x6 | 14 | ○ | ◓ | ● | ○ | ○ | ◓ | ○ | ◓ | ◓ | ○ | ◒ | ○ | 8/D | 46/15 | A,C,E | — | A,D,E |
| WARDS 3960 | 200 | 6x21¾x6¾ | 11 | ○ | ◓ | ◓ | ◒ | ○ | ◓ | ◓ | ○ | ○ | ◓ | ◒ | — | 6/D | 63/10 | D,O | d,e | B,G |
| J.C. PENNEY Cat. No. 1792 [2] | 250+ | 11¾x19¾x5¾ | 15 | ◒ | ○ | ◓ | ○ | ○ | ◓ | ◓ | ○ | ○ | ○ | ◒ | ◒ | 8/D | 80/21 | B,C,E,J,K | — | A,C |
| PIONEER SX31 | 250 | 10¾x18¾x6¾ | 13 | ○ | ○ | ● | ○ | ○ | ○ | ◓ | ◓ | ○ | ◓ | ○ | ○ | 6/D | 44/6 | B,D,G,H,I | ● | A,C |
| HITACHI TRK827OH [1] | 260 | 11¾x19¾x6¾ | 14¾ | ○ | ● | ● | ◓ | ○ | ◓ | ◓ | ◓ | ○ | ◓ | ○ | ◓ | 8/D | 80/16 | B,E,H,J,N | — | B,D |
| TOSHIBA RT3005 | 280 | 10x18¾x5¾ | 10¾ | ○ | ○ | ◒ | ◒ | ○ | ◓ | ◓ | ○ | ◓ | ○ | ◒ | ◉ | 8/D | 110/11 | D,F,J,M | a,c,f | B,D,E,H |
| SEARS 21881 [1] | 200 | 11x18¾x6 | 12¾ | ○ | ○ | ◓ | ◒ | ◒ | ◓ | ◓ | ◓ | ○ | ○ | ◒ | ◒ | 6/D | 45/6 | D,H | f | B,C |
| SONY CFS66 | 260 | 9¾x20¾x7¾ | 14¾ | ◒ | ◓ | ● | ◒ | ◒ | ◓ | ○ | ○ | ○ | ◓ | ◒ | — | 8/D | 86/13 | B,E,H,J | d,f | B |
| GE 3-5286 | 260 | 11¾x19x7 | 14¾ | ○ | ● | ○ | ◒ | ◒ | ◓ | ○ | ◓ | ○ | ◓ | ◒ | ○ | 8/D | 58/15 | A,C,D,N | — | B,E,F |

[1] According to the company, this model has been discontinued but may be available in some stores.

[2] The model isn't listed in the current catalog. According to the company, it isn't available in retail stores.

[3] According to the company, this model has been discontinued and isn't available in stores.

**SPECIFICATIONS AND FEATURES**

All have • Stereo FM • FM stereo indicator light • Stereo cassette recorder/player. • AM • 2 built-in microphones • Tape counter • Automatic level control (ALC). • Connections for 2 external speakers and 2 external microphones, a headphone, and 2 in/out plugs.

Except as noted, all • Work on 120-volt ac, disposable batteries, and auto cigarette lighter • Have meter or light-emitting diode (LED) to show radio tuning, recording level, and battery condition • Have "wide stereo" (see story) • Have cue/review • Have separate controls for bass and treble.

**KEY TO ADVANTAGES**

A - Has Dolby B noise reducer.
B - Has mono mike input and mixing control.
C - Has switchable ALC and record-level control.
D - Has auto stop for play, fast forward, rewind, and record.
E - Has auto stop only for play and records.
F - Plays and records in both directions.
G - Has light for radio dial.
H - Has "music-selection" system.
I - Replays automatically at end of rewind.
J - Antenna is easily replaceable.
K - Has sleep shut-off for radio.
L - Can repeat any tape selection desired.
M - Has optional automatic reverse.
N - Has loudness switch.
O - Has soft-touch controls.

**KEY TO DISADVANTAGES**

a - Not operable from auto cigarette lighter.
b - Meter or LED does not monitor battery.
c - Meter or LED does not monitor audio level.
d - Locks "wide stereo" feature.
e - Locks cue/review feature.
f - Has a single bass-and-treble control.

**KEY TO COMMENTS**

A - Can use chromium-dioxide tapes.
B - Can use chromium-dioxide and metal tapes.
C - Has terminals for external FM antenna.
D - Has shortwave reception.
E - Can operate on 120- and 220-volt ac.
F - Has clips for attaching carrying strap.
G - Speakers are detachable.
H - Does not have AM filter.



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ADMISSION INFORMATION
STATE UNIVERSITY SYSTEM
1981

| SCHOOL | FULL-TIME ENROLLMENT MALE | FULL-TIME ENROLLMENT FEMALE | TOTAL ENROLLMENT | COLLEGE ENTRANCE TEST | COST FOR STATE RESIDENTS | COST FOR NON-RESIDENTS | ANNUAL ROOM AND BOARD | LOCATION |
|---|---|---|---|---|---|---|---|---|
| Eastern Kentucky University | 4,226 | 5,176 | 9,402 | ACT | $676 | $1,780 | $1,500 | Richmond, Ky. |
| Morehead State University | 2,077 | 2,322 | 4,399 | ACT | $676 | $1,780 | $1,400 | Morehead, Ky. |
| Murray State University | 2,716 | 2,876 | 5,592 | ACT | $676 | $1,780 | $1,100 | Murray, Ky. |
| Northern Kentucky University | 2,203 | 2,074 | 4,277 | ACT | $676 | $1,780 | $1,100 | Highland Heights, Ky. |
| Kentucky State University | 614 | 561 | 1,175 | ACT | $660 | $1,814 | $1,390 | Frankfort, Ky. |
| University of Kentucky | 9,214 | 8,785 | 17,999 | ACT | $750 | $1,800 | $1,600 | Lexington, Ky. |
| University of Louisville | 7,215 | 7,350 | 14,565 | ACT | $750 | $1,800 | $1,600 | Louisville, Ky. |
| Western Kentucky University | 4,210 | 5,180 | 9,390 | ACT | $676 | $1,780 | $1,500 | Bowling Green, Ky. |

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# SECTION TWO: CRITICAL READING SKILLS

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# INTRODUCTION

This segment is designed to help the student develop a variety of critical reading skills. Twelve objectives are listed in the order in which competencies usually progress. To make the objectives more explicit a set of definitions is provided.

To foster the development of each objective, appropriate reading passages are provided along with sample questions. Some selections illustrate more than one objective.

Objectives. Twelve objectives are development within the critical reading topic. These objectives include:

1. The student will be able to distinguish between facts and opinions.
2. The student will be able to recognize propoganda and persuasion within written material.
3. The student will be able to recall (identify) explicitly stated character motives from a written passage.
4. The student will be able to predict (identify) plausible outcomes from a written passage.
5. The student will be able to locate (identify) verifying facts from a written passage to support a statement.
6. The student will be able to identify explicitly stated cause and effect in a written passage.

7. The student will be able to identify through inference a character's motives from a written passage.
8. The student will be able to identify the unstated cause from the given effect.
9. The student will be able to identify the unstated effect from the given cause.
10. The student will be able to identify the author's purpose in a written passage.
11. The student will be able to identify the point of view that the author uses in writing a passage.
12. The student will be able to detect bias in a written passage.

Definitions. In order to gain a better understanding of these twelve objectives, the writers have developed the following list of definitions.

## Definitions

1. Article: a non-fiction passage suitable to the academic level of the student.
2. Bias: a tendency or prejudice.
3. Character: a person in a story or article.
4. Explicit: specifically stated.
5. Facts: verifiable truths.
6. Implicit: implied; not specifically stated.
7. Infer: to draw a logical conclusion.
8. Inference: the act of drawing a logical conclusion.
9. Opinion: a held belief subject to dispute.
10. Persuasion: an attempt to change a belief.

11. Plot: what happens in a story or article.

12. Propoganda: a passage written in an attempt to reinforce or change a belief.

13. Story: a fictional passage suitable to the academic level of the student.

14. Tone: the author's attitude toward his subject.

A. Objective One: The student will be able to distinguish between fact and opinion.

Activity. Have the student read the following excerpt from Emmie Bonhoeffer's "Letters from Auschwitz."

> Recha, new problems still crop up in connection with these trials. For example, I sometimes ask myself if the precise illustration in the papers of instruments of torture and the detailed description of their use might not be poisoning the imagination of many a youth of our day. I am shocked by the apparent callousness with which young people listen in occassionally on the hearings. Quite frequently the judge has to call them to order as they sit there among the audience in shirt-sleeves, with legs crossed high, and chewing gum as if they were looking at a movie thriller...

Bonhoeffer, Emmie. "Letters from Auschwitz" in Focus on Literature: Ideas (Phillip McFarland, Editior), Boston: Houghton-Mifflin and Company, 1981, page 290.

Then, have the students answer the following questions.

Directions. Using your understanding of fact and opinion, answer the following questions:

1. List one fact stated in the previously read excerpt.
2. What is the author's opinion of the young people watching the trials?
3. On what facts does the author base this opinion?

B. Objective Two: The student will be able to recognize propaganda and persuasion within written material.

Objective Ten: The student will be able to identify the author's purpose in a written passage.

Activity One. Have the students read these passages from Jonathan Edwards' "Sinners in the Hands of an Angry God."

> The God that holds you over the pit of Hell, much as one holds a spider, or some loathsome insect, over the fire, abhors you, and is dreadfully provoked; his wrath towards you burns like fire; he looks upon you as worthy of nothing else but to be cast into the fire; he is of purer eyes than to bear to have you in his sight; you are ten thousand times more abominable in his eyes than the most hateful venomous serpent is in ours...
>
> And now you have an extraordinary opportunity, a day wherein Christ has thrown the door of mercy wide open, and stands in calling and crying with a loud voice to poor sinners;...
>
> Therefore let everyone that is out of Christ now awake and fly from the wrath to come. The wrath of Almighty God is now undoubtedly hanging over a great part of this congregation: let everyone fly out of Sodom. "Haste and escape for your lives, look not behind you, escape to the mountain, lest you be consumed."

Edwards, Jonathan. "Sinners in the Hands of an Angry God" in Adventures in American Literature: Heritage Edition (Francis Hodgins and Kenneth Silverman, Editors), New York: Harcourt, Brace, and Jovanovich, 1980, pages 41-43.

Then, have the students answer the following questions.

Directions: Complete the following questions pertaining to Jonathan Edwards' "Sinners in the Hands of an Angry God."

1. What image does Edwards use to persuade the reader/listener that he is in terrible danger?
2. What reaction does Edwards seek from his reader/listener?

Activity Two: Before the American Revolution began with gunfire, a "battle of words" had begun to unite the colonies of America. This battle of words continued throughout the revolution. Thomas Paine's "The Crisis, Number One" is a classic example of political propaganda and persuasion. General Washington ordered it read aloud to his defeated, retreating troops in 1776. We can only guess how it affected them, but it remains moving. Here is an excerpt:

> These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods, and it would be strange indeed if so celestial an article as freedom should not be highly rated. Britain, with an army to enforce her tyranny, had declared that she has a right not only to tax, but "to bind us in all cases whatsoever"; and if being bound in that manner is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious, for so unlimited a power can belong only to God...
>
> I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that God Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. Neither have I so much of the infidel in me as to suppose that He has relinquished the government of the world, and given us up to the care of devils; and as I do not, I cannot see on what grounds the king of Britain can look up to heaven for help against us; a common murderer, a highwayman, or a housebreaker has as good a pretense as he...
>
> I once felt all that kind of anger which a man ought to feel against the mean principles that are held by the Tories. A noted one, who kept a tavern at Amboy, was standing at his door, with as pretty a child in his hand, about eight or nine years old, as ever I saw, and after speaking his mind as freely as he thought was prudent,

finished with this unfatherly expression, "Well! give me peace in my day." Not a man lives on the continent, but fully believes that a separation must sometime or other finally take place, and a generous parent should have said, "If there must be trouble, let it be in my day, that my child may have peace"; and this single reflection, well applied, is sufficient to awaken every man to duty. Not a place upon earth might be so happy as America. Her situation is remote from all the wrangling world, and she has nothing to do but to trade with them. A man can distinguish himself between temper and principle, and I am as confident as I am that God governs the world, that America will never be happy till she gets clear of foreign dominion. Wars, without ceasing, will break out till that period arrives, and the continent must in the end be conqueror; for though the flame of liberty may sometimes cease to shine, the coal can never expire...

The heart that feels not now is dead; the blood of his children will curse his cowardice who shrinks back at a time when a little might have saved the whole, and made them happy. I love the man that can smile in trouble, that can gather strength from distress, and grow brave by reflection. 'Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world, so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to "bind me in all cases whatsoever" to his absolute will, am I to suffer it? What signifies it to me whether he who does it is a king or a common man; my countryman or not my countryman; whether it be done by an individual villain, or an army of them? If we reason to the root of things we shall find no difference; neither can any just cause be assigned why we should punish in the one case and pardon in the other.

Paine, Thomas. "The Crises: Number One" in Adventures in American Literature: Heritage Edition (Francis Hodgins and Kenneth Silverman, Editors), New York: Harcourt, Brace and Jovanovich, 1980, pages 75-76.

Directions: Complete the following questions pertaining to Thomas Paine's "The Crises: Number One."

1. What do you think Paine meant by the terms "summer soldier" and "sunshine patriot?"
2. What belief regarding America's relationship to Britain is the author asking his readers to accept?
3. What was the author's purpose in writing "The Crises?"
4. How would "The Crises" affect a dis-hearted patriot?

C. Objective Three: The student will be able to recall (identify) explicitly stated character motives from a written passage.

Objective Four: The student will be able to predict (identify) plausible outcomes from a written passage.

Objective Seven: The student will be able to identify through inference a character's motives from a written passage.

Activity. Read the following adaptation of Carson McCuller's short story "Sucker." As you read, consider the characters' motives for their behavior.

> It was always as if I had a room to myself. Sucker slept in the large bed with me, but the room was mine, and I used it as I wanted to. Whenever I'd bring friends here, all I had to do was just glance at him, and he would leave. He never brought kids here. He's 12 and I'm 16. He knew without my telling him that I didn't want kids his age meddling with my things.
>
> Half the time I'd forget that Sucker isn't my brother. He's my first cousin. But almost ever since I can remember, he's been in our family. His folks were killed in a wreck when he was a baby. To me and my kid sisters, he was like our brother.
>
> Sucker used to believe every word I said: "That's how he got his nickname. Once I told him if he jumped off our garage with an umbrella, it would act like a parachute and he wouldn't fall hard. He did it and busted his knee. That's just one instance. No matter how many times he got fooled, he'd still believe me. Not that he was dumb in other ways--it was just the way he acted with me.
>
> There is one thing I have learned, but it makes me feel guilty. If a person admires you a lot, you hate him. It is the person who doesn't notice you that you are apt to admire. This is not easy to figure out.
>
> Maybelle Watts, this senior at school, seemed to think she was the Queen of Sheba. I would have done anything to

get her attention. I guess I used to treat Sucker as badly as Maybelle did me. Now that Sucker has changed, it is hard to remember him as he used to be. If I could have seen ahead, maybe I would have acted differently.

I never noticed him much. Usually he was very quiet. He didn't have many friends, and his face had the look of a kid who is watching a game and waiting to be asked to play. That was Sucker until the trouble began.

Maybelle was somehow mixed up in what happened, so I guess I ought to start with her. Until I knew her, I hadn't given much time to girls. Last fall she sat next to me in science class. That's when I began to watch her.

All the boys are crazy about her, and she didn't even notice me. She's almost two years older than I am.

Between periods, I used to try to pass closely to her in the halls. But she would hardly ever smile at me. Even at night I would think about her. Sometimes Sucker would wake up and ask me why I couldn't get settled. I'd tell him to hush up. I guess I wanted to ignore somebody the way Maybelle did me.

That went on for nearly three months. Then somehow she began to change. She would speak to me in the halls. Then, during a lunch hour, I danced with her in the gym. I knew everything was going to change.

It was that night when the trouble started. I felt happy and was awake, thinking about Maybelle. Then I fell asleep and dreamed I kissed her. It was a surprise to wake up and see the dark. Sucker's voice was a shock to me.

"Pete?" I didn't answer or move. "You do like me as if I was your own brother, don't you, Pete?"

I couldn't get over the surprise. This seemed more like a dream than the other.

"You have liked me all the time like a real brother, haven't you?"

"Sure," I said.

"No matter what you did, I always knew you liked me."

I guess you understand people better when you are happy than when something is worrying you. I had never really thought about Sucker until then. I realized I had always been mean to him.

"You're a swell kid, Sucker," I said.

It seemed to me suddenly that I did like him more than anybody--more in a way even than Maybelle. I wanted to show Sucker how much I really thought of him and make up for the way I had always treated him.

We talked for a good while that night. His voice was fast. It was as if he had been saving up these things to tell me for a long time. I talked some, too, and it felt good to think of him taking in everything I said so seriously. I even spoke of Maybelle a little, but I made out that she had been running after me all this time.

During the next couple of weeks, I saw a lot of Maybelle. She acted as if she really cared for me a little. I felt so good that I hardly knew what to do with myself.

But I didn't forget about Sucker. There were a lot old things I'd been saving, like boxing gloves and old fishing tackle. All this I turned over to him. We had some more talks, and it was like knowing him for the first time.

His face seemed different now. He used to look as if he were afraid of getting a whack over the head. Now his face had the look of a person who is surprised and expecting something swell.

I guess things went on like this for about a month. I was taking out Maybelle and feeling so good that I couldn't study or put my mind to anything. Then there were times when I just had to talk to someone, and usually that would be Sucker. He felt as good as I did.

Then something happened between Maybelle and me. She began to act differently. At first I tried to think it was just my imagination. But she didn't act glad to see me anymore. I'd see her riding with this fellow who has a yellow car.

At first I was so worried that I forgot about Sucker. Then he began to get on my nerves. He was always hanging around when I'd get back from school. I wouldn't say anything, or I'd answer him roughly, and he'd finally go out. Sucker was growing fast and, for some reason, he began to stutter.

Then the finish came between Maybelle and me. I met her going to the drugstore and asked her for a date.

When she said "no," I said something bitter. She said she was sick of me and had never cared a rap for me. I just stood there, then slowly walked home.

For several afternoons, I stayed in my room. I didn't want to talk to anyone. When Sucker would come in, I'd yell at him to get out. I tried not to think of Maybelle, but you can't help what happens to you at night. That is what made things how they are now.

You see, I dreamed about Maybelle again. And again, Sucker woke up.

"Pete, what's the matter?"

All of a sudden I feld so mad that my throat choked. I remembered all the times Maybelle hurt my pride. It was as if nobody would ever like me but a sap like Sucker.

"Why aren't we buddies like before?" Sucker asked.

"Shut your trap!" I jumped up and turned on the light. He sat up, his eyes blinking and scared.

There was something in me, and I couldn't stop myself. I don't think anybody ever gets that mad but once. Words came out before I knew what they would be.

"Why aren't we buddies? Because you're the dumbest slob I know! Just because I felt sorry for you sometimes, don't think I care a rap for a dumb creep like you!"

If I had yelled or hit him, it wouldn't have been so bad. But my voice was slow and calm. Sucker's face was white, and sweat came out on his forehead.

"Why do you always hang around me?" I went on. "Don't you know when you're not wanted?"

Slowly Sucker's look of surprise went away. His eyes got narrow, and his fists shut. I'd never seen such a look on him before. Every second he seemed to be getting older. A hard look came into his eyes that seemed wrong in a kid. He just sat there and didn't speak.

"No, you don't know when you're not wanted," I said. "You're too dumb--just a dumb sucker."

I turned out the lights and sat by the window. After a while, I heard Sucker lie down. I wasn't mad anymore, just tired. It seemed awful that I had talked to him like

that. I told myself I would straighten it out in the morning. Then I got back into bed.

Sucker was gone when I woke up the next day. Later, when I wanted to apologize, he looked at me in this new hard way. I couldn't say a word.

That was two or three months ago. Since then, Sucker has grown faster than any boy I ever saw. He's almost as tall as I am.

Our room isn't mine anymore. He's gotten up a gang of friends. When they aren't digging trenches in some vacant lot, they are in our room. They've rigged up a radio, and every afternoon it blares out music.

It's even worse when we are alone together in the room. He sprawls across the bed and stares at me with that hard, half-sneering look. I fiddle around my desk and can't get settled. The thing is, I have to study because I've been getting bad grades. If I flunk English, I can't graduate next year.

I don't care a flip for Maybelle anymore. It's only this thing between Sucker and me that is the trouble now. We don't speak, except when we have to in front of the family. I don't even want to call him Sucker anymore. Unless I forget, I call him by his real name--Richard.

More than anything I want to be easy in my mind again. I miss the way Sucker and I were. I sometimes think that if we could have it out in a big fight, that would help. But I can't fight him because he's four years younger. Besides, this look in his eyes makes me almost believe that if Sucker could kill me, he would.

McCuller, Carson. "Sucker" in Scholastic Scope, New York: Scholastic, Inc., Volume 33, No. 1, September 7, 1984, pages 12-14.

Directions: Complete the following questions pertaining to Carson McCuller's "Sucker."

1. What reasons does Pete, the narrator, give for his decision to treat Sucker well?

2. What reasons does Pete give when he lashes out at Sucker later in the story?
3. Why did Sucker want Pete to think of him as a brother?
4. Why did Sucker change his attitude towards Pete?
5. What other changes did Pete notice in Sucker?
6. Is there anything Pete could do to improve their relationship?

D. Objective Five: The student will be able to locate (identify) verifying facts from a written passage to support a statement.

Activity. Have the students read the following selection from "The Rose-Beetle Man" by Gerald Durrell.

> Perhaps one of the most weird and fascinating characters I met during my travels was the Rose-Beetle Man. He had a fairy-tale air about him that was impossible to resist, and I used to look forward eagerly to my infrequent meetings with him. I first saw him on a high, lonely road leading to one of the remote mountain villages. I could hear him long before I could see him, for he was playing a rippling tune on a shepherd's pipe, breaking off now and then to sing a few words in a curious nasal voice. As he rounded the corner both Roger and I stopped and stared at him in amazement.
>
> He had a sharp, foxlike face with large, slanting eyes of such a dark brown that they appeared black. They had a weird, vacant look about them, and a sort of bloom such as one finds on a plum, a pearly covering almost like a cataract. He was short and slight, with a thinness about his wrists and neck that argued a lack of food. His dress was fantastic, and on his head was a shapeless hat with a very wide, floppy brim. It had once been bottle green, but was now speckled and smeared with dust, wine stains, and cigarette burns. In the band were stuck a fluttering forest of feathers: cock feathers, hoopoe feathers, owl feathers, the wing of a kingfisher, the claw of a hawk, and a large dirty white feather that may have come from a swan. His shirt was worn and frayed, gray with sweat, and round the neck dangled an enormous cravat of the most startling blue satin. His coat was dark and shapeless, with patches of different hues here and there; on the sleeve a bit of white cloth with a design of rosebuds; on the shoulder a triangular patch of wine-red and white spots. The pockets of this garment bulged, the contents almost spilling out: combs, balloons, little highly colored pictures of the saints, olive-wood carvings of snakes, camels, dogs, and horses, cheap mirrors, a riot of handkerchiefs, and long twisted rolls of bread decorated with seeds. His trousers, patched like his coat, drooped over a pair of scarlet charouhias, leather shoes with upturned toes decorated with a large black-and-white pompon. This extraordinary character carried on his back bamboo cages full of pigeons and young chickens, several mysterious sacks, and a large bunch of fresh green leeks. With one hand he held his pipe to his mouth, and in the other a number of lengths of cotton, to each of which was tied an almond-size rose beetle, glittering golden green

in the sun, all of them flying round his hat with desperate, deep buzzings, trying to escape from the threads tied firmly round their waists. Occasionally, tired of circling round and round without success, one of the beetles would settle for a moment on his hat, before launching itself off once more on its endless merry-go-round.

Durrell, Gerald. "The Rose-Beetle Man" in Outlook Through Literature (Edmund Jones Farrell, Editor), Glenview, Illinois: Scott, Foresman and Company, 1973, pages 179-180.

Directions: Complete the following questions pertaining to Gerald Durrell's "The Rose-Beetle Man."

1. What words does Durrell use to describe the Rose-Beetle Man?

2. What features of the man's physical appearance and behavior interested Durrell?

E. Objective Six: The student will be able to identify explicitly stated cause and effect in a written passage.

Activity. Have student read the following excerpt from Modern Chemistry by H. Clark Metcalfe.

Temperature and Heat

Temperature and heat are different but related physical quantities. Temperature is the property that determines the direction of heat transfer. If a system, a body of matter, has a higher temperature than its surroundings, energy is lost by the system. For example, if you heat an iron nail in a flame, it cools to room temperature when you remove it from the flame. If the temperature of a system is lower than its surroundings, energy s gained by the system. For example, if you bring a glass of cold milk from the refrigerator into a warm room, the milk will gradually warm to room temperature.

When two systems with different temperatures are in contact, the warmer system cools as it gives up heat and the cooler system warms as it acquires heat (as long as neither system experiences a change of phase). As an example, if a heated nail is dropped into a beaker of water, the nail will cool and the water will warm until they both are the same temperature. When the temperatures of the two systems are equal, no further net transfer of heat occurs. The two systems are said to be in thermal (heat) equilibrium. It follows that systems in thermal equilibrium have the same temperature.

Melcalfe, H. Clark, John E. Williams, and Joseph F. Castka. Modern Chemistry, New York: Holt, Rinehart, and Winston, 1978, pages 15-16.

Directions: Complete the following questions pertaining to the excerpt from Modern Chemistry.

1. Why does a glass of cold milk get warm when left sitting on a table?
2. When the hot nail is dropped into the water, what happens to the water?

F. Objective Eight: The student will be able to identify the unstated cause from the given effect.

Activity. Have the students read the following passage from "The Name" by Aharon Megged.

Raya remembered how the change had come about in her grandfather. When the war was over he was still sustained by uncertainty and hoped for some news of his son, for it was known that very many had succeeded in escaping eastwards. Wearily he would visit all those who had once lived in his town, but none of them had received any sign of life from relatives. Nevertheless he continued to hope...

Then Raya came home one evening and saw him sitting on the floor with a rent in his jacket. In the house they spoke in whispers, and her mother's eyes were red with weeping. She, too, had wept at Grandfather's sorrow, at the sight of his stricken face, at the oppressive quiet in the rooms. For many weeks afterwards it was as if he had imposed silence on himself. He would sit at his table from morning to night, reading and re-reading old letters, studying family photographs by the hour as he brought them close to his shortsighted eyes, or leaning backwards on his chair, motionless, his hand touching the edge of the table and his eyes staring through the window in front of him, into the distance, as if he had turned to stone. He was no longer the same talkative, wise and humorous grandfather who interested himself in the house, asked what his granddaughter was doing, instructed her, tested her knowledge, proving boastfully like a child that he knew more than her teachers. Now he seemed to cut himself off from the world and entrench himself in his thoughts and his memories, which none of the household could penetrate. Later, a strange perversity had taken hold of him which it was hard to tolerate. He would insist that his meals be served at his table, apart, that no one should enter his room without knocking at the door, or close the shutters of his window against the sun. When any one disobeyed these prohibitions he would flare up and quarrel violtently with his daughter. At times it seemed that he hated her.

Megged, Aharon. "The Name" in Focus on Literature: Ideas (Phillip McFarland, Editor), Boston: Houghton-Mifflin Company, 1981, pages 523-524.

Directions: Complete the following questions pertaining to Aharon Megged's "The Name."

1. What changes does Grandfather undergo?

2. What could have caused these changes?

G. Objective Nine: The student will be able to identify the unstated effect from the given cause.

Activity. In Susan Kirby's "Tree Farm" an eccentric old man teaches a young man an important lesson. Have students investigate this important lesson by reading this short story.

Vern was pulling on a T-shirt when his mother got home from work.

"Where are you off to, Vern?" She gave him a smile that was more cheerful than it had been in a while.

He grinned back at her. "I'm going down the street to mow Tree Farm's yard."

"His name is Mr. Winters, and don't you forget it." She followed him out to the porch. "Show some respect for your elders."

Vern grinned again. "You have to admit that old man earned his nickname. First he planted all those trees in his yard. And now he treats them as if they were sacred."

"It's his yard," she pointed out.

"Yeah, and I must be desperate to mow it. I have to pick up a ton of sticks before I even start the mower. Then I have to circle those crazy trees until I'm dizzy. I have to fight the roots and dodge the branches--all for a few dollars."

"If the job is so bad, maybe you should quit it," she said.

"We need the money."

"After Robert and I are married, there will be more money to go around."

"We don't need Robert!" he said angrily. "We're getting by." His temper boiled when he heard the name of the man who now spent so much time with his mother.

"There's more to life than getting by, Vern." She reached out to touch his arm, but he backed away. "We'll discuss this when you're in a more reasonable mood."

He got the mower out of the garage and filled it with gas.

"Vern," his mother called, "be back in time to clean up for supper. Robert will be here." She let the screen door slam behind her as she went inside.

Vern pushed the mower ahead of him along the walk. He decided that he would not go home until long after dark. He couldn't stop her from marrying that jerk. But he didn't have to be polite to him. He wasn't going to sit through another meal with him, saying, "Yes, sir" and "No, sir" to his questions.

Mr. Winters' place wasn't far, and Vern took his time getting there. No matter how many times he went, he always felt he was entering another world. The trees stood crowded together, competing for space, sunlight, and rain.

Vern spotted the old man picking up sticks beneath a tree. "That's a trashy tree!" Vern called. "It drops too many twigs and branches."

The old man straightened up and stared at Vern. "Don't be hasty with your judgment. This tree is a fast grower, and there's plenty of good wood here."

"What's the use of the wood?" Vern argued. "You won't ever cut it down."

"Someone might, so I guess that's the use of it," the old man replied. "You're late. I did the picking up myself."

Vern waited for Mr. Winters to step out of the way. Then he pulled the cord on the mower. It sputtered to life, and he guided it among the trees.

The afternoon sun burned into him. But he kept his shirt on to protect him from slapping branches. When the front yard was finished, he turned off the mower and took a break.

"I hear your mama is marrying that banker fellow," the old man said.

"The guy's a jerk," Vern said as he sat down beside the old man.

"I've heard he's decent enough," the old man said. "I'm sorry to hear you're not happy about their getting married."

Vern wanted to tell him to mind his business. Instead he asked, "Why did you plant all these trees, Mr. Winters?"

The old man gazed at the mass of trees. He was quiet so long that Vern decided he wasn't going to answer.

Vern stood up and said, "I guess I'll go back to work."

"I planted them because I felt a need to," the old man said. "When I was a careless young man, I bought this place. Only one tree stood upon the lot. It was a young apple tree, and it stood in front of that window. When winter came, it didn't drop more than half its leaves. I figured that was a sign it was dying, so I chopped it down."

He frowned as he went on. "But guess what? Where the axe had cut through the trunk, it was green and wet with sap. It had been alive! If I had only given it a chance instead of thinking it was worthless..."

He stood up and walked slowly over to a tree. Vern followed him.

"For the rest of the winter, I was bothered by what I had done. So I planted this tree in the spring. It's a type of tree that came from China. But, you know, it couldn't take the place of that little apple tree. So I planted another tree, then another. Each one had something to offer, but none of them could make up for the apple."

"Why didn't you just plant another apple tree?" Vern asked.

"I thought if I did, I'd quit missing the first apple tree. And then I'd forget the lesson I had learned."

As Vern ran the mower again, he wondered what kind of crazy lesson the old man had learned. No wonder people laughed and called him "Tree Farm." His ideas were odd.

It was cooler by the time Vern finished the job. He knew that Robert would soon be sitting down to supper with Mom. And Mom would be wondering where Vern was. He walked slowly to the house to get his pay from the old man.

"Thanks, Mr. Winters." He put the money in his pocket and turned to leave.

"Vern, it's none of my business, but do you know this banker fellow well?"

"As well as I care to," Vern answered.

"You shouldn't make snap judgments about people, anymore than about trees," the old man said. "To say that a fellow is worthless--without giving him a chance--is like cutting down a tree in winter."

Vern dug the toe of his shoe into the dirt.

"Are you going to cut that banker fellow down?" the old man asked quietly.

Vern turned and left. He knew what the old man meant. He meant that Vern's judgment was hasty and unfair. But did the old man know how it would feel to have someone he hardly knew move into his place?

Yes, he decided. The old man knew. Someday when he was gone, a stranger would buy his place and cut down most of the trees. But that wouldn't make the old man's planting them useless. Those trees had filled a need.

Vern's step quickened as he headed home.

Kirby, Susan. "Tree Farm" in Scholastic Scope, New York: Scholastic, Inc., Volume 33, No. 7, November 2, 1984, pages 10-11.

Directions: Complete the following questions pertaining to "Tree Farm" by Susan Kirby.

1. Why did Mr. Winters plant so many trees? How did the memory of the apple tree affect him?

2. What effect do you think Vern's conversation with Mr. Winters had on his attitude toward Robert?

H. Objective Eleven: The student will be able to identify the point of view that the author uses in writing a passage.

Activity. Have the students read the following excerpt from Wallace Stegner's "The Foreigner."

> After almost a quarter of a century, I remember Mah Li better than anyone else in the town where I grew up. Sometimes I catch myself remembering him in the same way I remember the colt my father gave me when I was nine. I loved Mah Li as I loved the colt. But I didn't realize how much either one meant to me at the time.
>
> Mah Li called me O-Five because O-5, our laundry mark, was easier for him to say than Lederer. Every Monday morning, he appeared at our back door with his basket. He got our laundry, smiled, and bobbed, so that his pigtail twitched like a black snake.
>
> I can picture him and his brother Mah Jim, who ran a restaurant, sitting in their kitchen with a candle on the table between them. They'd play cards in silence. That picture seems sad now--a symbol of their loneliness.
>
> Mah Li and Mah Jim were the only Chinese in town. Some of the white men kidded them about the baggy pants and loose blouses they wore. The kids who hung around the restaurant pulled their pigtails. They asked the brothers if they really kneaded dough with their bare feet. Did they really spit in the soup of people they didn't like?

Stegner, Wallace. "The Foreigner" in Scholastic Scope, New York: Scholastic, Inc., Volume 33, No. 5, October 12, 1984, page 5.

Directions: Complete the following questions pertaining to Wallace Stegner's "The Foreigner."

1. Who are the "foreigners" in this passage?
2. What makes them "foreign"?
3. From whose point of view do we learn about Mah Li and Mah Jim?
4. Is the story more meaningful because it is told from O-Five's point of view?

I. Objective Twelve. The student will be able to detect bias in a written passage.

Activity. Political columnists present their opinions as they report events. This column by James J. Kilpatrick appeared in the Louisville Courier-Journal just a few days before the 1984 general election.

THE PARTY LABEL: ALL IMPORTANT IN SENATE RACES

WASHINGTON--In politics, as in most games of skill, the world is divided into professionals and amateurs. The big difference between them is that the pros act from their heads and the amateurs act from their hearts. Put another way, the pros know the importance of party and the amateurs don't.

At the federal level, which is what we're mainly concerned with on Tuesday, party labels approach the be-all and end-all. Never mind party allegiance. That's something else; it's the label that matters.

On Capitol Hill we count noses on the opening day of Congress, and we do not count liberal noses or conservative noses, or North or South or East or West noses. In each chamber we count Republican and Democratic noses.

We count them in this fashion for reasons that professionals understand and amateurs ignore. The first of these reasons is that the party in power controls the appointment of committee staff. For all the derision that is heaped upon them, the truth is that most members of the House and Senate work hard at their jobs. A larger truth is that the most significant work is done not by the members but by the faceless aides who toil in anonymity in in the committee rooms.

Members of Congress rarely draft their own bills and resolutions. They have staff to do this. Staff people line up witnesses for hearings; they draft agendas, prepare amendments, write the committee reports that constitute "legislative history."

Some staffers are public servants who make a career of committee work regardless of shifts in political power, but the key people are political appointees who have been ideologically vetted by their patrons.

This is why such vital importance was attached to the senatorial elections of 1980. For the first time in 20 years, Republicans gained control of the Senate. They took over the chairmanships of the committees, and with these offices they gained control of majority staff. As the majority party, the Republicans were able to elect Howard Baker as majority leader, and Baker was able to fix the Senate's schedule.

I recite these elementary lessons by way of expressing impatience with those amateur Republican conservatives who are seeking to defeat Republican Sen. Charles Percy in Illinois.

This is playground stuff. The ideologues of NCPAC (the National Conservative Political Action Committee) are not using their heads. They are acting from some other part of their collective anatomy--the adrenal glands, perhaps, or the bile ducts. Their dislike of Percy is so passionate that they are willing to risk not only the election of the ultraliberal Paul Simon in Percy's place; they also are willing to risk control of the Senate. This is political madness. They're not playing hardball; they're playing beanball.

Things are different in the House. There the Democrats have a comfortable margin of 100 seats. Next week's election will see serious contests in only 50 of the 435 House districts. Most of the guessing is that the Republicans will pick up 15 to 20 seats, but Democratic control will never be in doubt. In the Senate, by contrast, the Republicans' control is by a margin of 55 to 45. If they lose six seats, there goes the old ball game.

Democrat Robert Byrd of West Virginia will return as majority leader; such old-line Democrats as John Stennis of Mississippi and Russell Long of Louisiana will return to key committee chairmanships; new staff directors come in.

Am I stressing form over substance? I suppose I am. Once Congress gets under way, ideology and idealism become the paramount considerations. Then conservatives may complain to their hearts' content about the liberalism of Percy of Illinois and Charles Mathias of Maryland. After the opening day, Democrats have the same right to howl at their boll weevil brothers.

In the best of all possible worlds, we would abandon the old labels of Republican and Democrat, and we would reorganize our parties sensibly as Conservatives and

Liberals. Come the millennium, maybe that will happen. Don't hold your breath.

Meanwhile, be assured that the party pros know exactly what they're doing in urging a vote by party labels on Tuesday. More is at stake in the close Senate races than the fate of a Chuck Percy, a Jesse Helms, a Roger Jepsen. We're talking control of the Senate. The kids at NCPAC need to grow up.

Kilpatrick, James J. "The party label: All important in Senate races" in The Courier-Journal, Louisville, Kentucky: The Courier-Journal, Volume 259, No. 124, November 1, 1984, page 15.

Directions: Complete the following questions pertaining to the newspaper column.

1. What is NCPAC?
2. Of what NCPAC activity does Kilpatrick disapprove?
3. List words or phrases that suggest that Kilpatrick is biased.
4. What political party do you think Kilpatrick favors? What passages caused you to come to that conclusion?

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# SECTION THREE: RESEARCH SKILLS

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## INTRODUCTION

The purpose of research is to become more knowledgeable about a topic. Through research, one can become more informed and knowledgeable about the world in which he lives. With all the advances in learning during the past few decades, one needs to stay abreast of all the latest developments in the various fields of human endeavor. The purposes of research are to seek out the most authoritative and current information about a topic and to prepare an instrument for sharing that information with the reader.

In this instructional guide, two broad areas of research skills were targeted for student investigation. These areas included: (1) the structural organization of the student's research output; and (2) the overall composition proficiency of the student's research product. Under these two topical umbrellas various areas were developed. The areas were: (1) choosing a research topic; (2) developing a thesis; (3) taking notes; (4) organizing the materials; (5) determining a bibliography, and (6) compiling the final report.

Brief Synopsis of Material. Many teachers may choose not to have their students do the completed formal research paper as discussed in this chapter. Rather, instructors may choose to have students do a brief synopsis of their research studies.

The following structured form is an example of a documentation approach which can be used by the student. This form may be attached to the student's synopsis as a means of documentation.

Research Report

Student_____Class_____Date_____

Title of Report_____Author_____

Magazine or Book From Which Information is Taken_____
(If source is a book, list the book title.)

Issue of Magazine_____Page Number(s)_____

Be sure to paraphrase (put into your own words) when you write your report. This form must be attached to your report when you turn it in. Also, list the title of your report on the first page of your report as well as on this form.

I read the information and did this report myself.

_____
(Student's signature)

Useful Research Skills. There are many useful skills students can develop through research. By doing research, the student will:

1. Become familiar with the library facility and learn how to locate information through the use of the card catalog and the READER'S GUIDE TO PERIODICAL LITERATURE.
2. Learn how to read with a purpose and learn how to interpret information.
3. Learn how to write a summary or synopsis of a magazine article.
4. Become a more proficient writer as he learns how to organize information and paraphrase his prepared report.
5. Become more knowledgeable in his field of interest through research.
6. Learn how to write the formal research paper, including the table of contents, thesis, footnotes, and bibliography.
7. Learn how to organize his writing through the use of an outline which he develops into his final report.
8. Become familiar with terms that are applicable to research, such as: thesis, ibid, op. cit.
9. Develop an interest in independent reading and research.
10. Incorporate the knowledge gained through research into his classroom activities and improve academically.

A. CHOOSING A TOPIC

Activity One: Survey the class by having each student list ten topics pertaining to personal interest and/or national affairs. Then, collect the topics and share the combined total with the class members. This activity should yield a wide variety of topics for research purposes.

Activity Two: In order to provide the student with further insight into possible research topics, provide all pupils with a sample list. The following list of one hundred topics is an excellent example.

One Hundred Research Topics

1. New Uses for Plastics
2. Peacetime Uses for Atomic Energy
3. Who Supports the Symphony Orchestras
4. Changing Public Tastes in Novels
5. The Rise of the Picture Magazine
6. Journalism, Yesterday and Today
7. New Kinds of Documentary Films
8. New Methods of Crime Detection
9. Devices in Horror Stories
10. The Fight Against Cancer
11. Safety on the Turnpike
12. The History of Our Town
13. The Conquest of Polio
14. Aviation As a Career
15. Recreation in Our Town

16. The Growth of Private Flying
17. Machines That Think
18. The Uses of Microfilm
19. The Uses of Soybeans
20. The Architecture of Skyscrapers
21. Great Fires in History
22. Peacetime Sea Disasters
23. International Student Exchanges
24. Great Subways of the World
25. Life in the Coal Mines
26. Dangerous Occupations
27. Changing Designs in Cars
28. The Early History of Baseball
29. Public Opinion Polls
30. Air Pollution
31. Different Kinds of Clouds
32. Biological Warfare
33. The Origin of Tornadoes
34. The Nature of Vitamins
35. The Cosmetic Industry
36. Extrasensory Perception
37. The Science of Fingerprinting
38. The Oddities of English
39. De-Salting Salt Water
40. The Nature of Earthquakes
41. Child Labor Laws
42. Quack Medicine in America
43. The Greek Gods

44. The Development of Jazz in the United States
45. The Presidential Campaign of 1960
46. John Kennedy's First Week as President of the United States
47. Linclon's Son Robert
48. Robert Browning's Courtship of Elizabeth Barrett
49. Thomas Edison's Minor Inventions
50. The First Kentucky Derby
51. The Final Day of the Battle of Gettysburg
52. The Sinking of The Andrea Doria
53. The Development of the First American Satellite
54. Uses of Penicillin in Modern Medicine
55. Heart Transplants
56. The Beatles Influence on American Music
57. The Age of Pop Art
58. The Development of the Selective Service System in America
59. The Causes of World War II
60. The Development of Kentucky's Parks.
61. The History of Mammoth Cave National Park
62. The Art of Interior Decorating
63. Drug Addiction in America During the Decade of the Sixties
64. The Development of Television in America
65. The Uses of Computers in Space
66. The Science of Weather Forcasting
67. America's Spy Satellites
68. The Causes of the Civil War
69. The Battle of the Alamo
70. The History of the Mormans
71. The Bolshevik Revolution

72. The Legend of Robin Hood
73. The Friendship of Coleridge and Wordsworth
74. The Humor and Wit of Will Rogers
75. Civil War Battles Fought in Kentucky
76. Battle of the Little Big Horn
77. The Billy Graham Evangelistic Movement
78. The Story of Presidential Assassinations in America
79. The Uses of the Laser
80. The Puritan Movement in America
81. The Development of the Railroad in America
82. The History of the Globe Theater
83. The History of the Bubonic Plague in England
84. The Early Life of Winston Churchill
85. The Story of Slave Auctions in America
86. The Life of Louis Braille
87. The Political Life of Robert Kennedy
88. The History of the Berlin Wall
89. The Development of the Peace Corps
90. The Battle of Dunkirk
91. The Development of the United Nations
92. The Lewis and Clark Expeditions
93. The Vitamin C Story
94. Stephen Foster's Contribution to Kentucky History
95. Population Trends Since World War II
96. Symbolism in American Literature
97. Realism in English Literature
98. The Industrial Revolution in England
99. The Development of Vocational Education in America
100. The Early Life of Harry Truman

B. DEVELOPING A THESIS

Activity One: Explain to the students that a thesis is a broadly stated objective which defines the scope and purpose of the research. Further, the thesis is the central theme or objective around which the research paper is developed.

Activity Two: Provide the students with an example of the introduction and stated thesis of a research paper. Often, the student's grammar book will contain a section devoted to this topic. The following example of an introduction and a stated thesis was written by Ms. Kathy Sutherland, a former student at West Hardin High School located in Stephensburg, Kentucky 42781.

Introduction

When religious cults first began to form in the late 1960's, they were considered to be a mere fad. By the mid-1970's, however, they had become firmly established in the structure of society. Americans knew they could no longer ignore cults, as ex-members began to disclose the truth about cult life and after the unforgettable mass suicide of cult members in Guyana occurred in 1978. As a result, the cults' beliefs and activities have become the center of considerable controversy and are being investigated.

The purpose of this paper is to determine why people join these cults and to identify who the typical recruits are. The experiences that cult members have while living in a cult and as they return to society will also be discussed.

C. TAKING NOTES

Activity One: Explain to the students the value of taking notes on the information which they plan to include in their research paper. All pupils should be concerned with major items and the pertinent information that must be documented in the text body. These items include: (1) author's name; (2) title of publication; (3) place of publication; (4) date of publication; and (5) age number. Further, this information must be included in both the cited footnote and bibliography. Finally, all pupils should be instructed in the processes of paraphrasing and direct quotations.

Activity Two: It is often useful to provide examples of prepared note cards. These examples are often found in standard high school grammar textbooks. The following illustration is an example of a prepared notecard.

SAMPLE NOTE CARD

Introduction to Women's Gymnastics

796.4 Drury, Blanche Jessen
DRU

Introduction to Women's Gymnastics
[by] Blanche Jessen Drury
[and] Andrea Bolo Schmid.
New York: The National Press, 1973
112 pages, illus., bibl.

1. The origin of women's gymnastics dates back to the ancient Egyptians of about 1000 B.C.

2. "Women's gymnastics has today risen to the forefront of women's athletic competition." (p. 102)

D. ORGANIZING THE MATERIAL

Once the students have gathered their information, they will need to organize the material into logical sequence and order so that the paper will be coherent and cohesive. In this respect, the material should be organized into outline form. Ultimately, the paper outline or table of contents will be included in the final draft of the research paper.

The student's final product should include the following parts or sections.

1. Title Page
2. Table of Contents or Outline
3. Introduction with Thesis Statement
4. Body of the Paper with Footnotes
5. Conclusion
6. Bibliography

E. FOOTNOTING THE MATERIAL

Perhaps, the most technical part of a research paper is the writing of the footnote citations. At the present time, there is no universal system of footnoting. Therefore, the student should be aware that differences may exist from school to school or from department to department within the same educational institution. However, the following research paper guides are suggested as possible models.

1. ----------. Publication Manual of the American Psychological Association, Washington, D.C.: The American Psychological Association, 3rd. edition, 1983.

2. Sherman, Anthony G. The Research Paper Guide, New York: The Pendulum Press, Inc., 1970.

3. Turabian, Kate L. Turabian: A Manual for Writers of Term Papers, Theses and Dissertations, Chicago: The University of Chicago Press, 1967.

## F. ORGANIZING A BIBLIOGRAPHY

At the conclusion of the research paper, a bibliography is required. A bibliography provides the reader with the sources consulted by the author. Both periodicals and books are included in the listing. In developing the bibliography, it is very important that the student has complete and detailed note cards, since the bibliography will be compiled from this material.

The following bibliography illustrates the form and correct style for this very important component of the research paper.

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Stoner, Carroll and Jo Anne Paeke. All Gods Children. Radnor: Chilton Book Company, 1977.

## G. COMPILING THE FINAL REPORT

In compiling the final report, students should pay special attention to details involving correct manuscript format, grammar, mechanics, and organization of information. As a guide to students, the authors of this chapter have placed in the appendix a model research paper.

This model research paper may not be the exact format or style chosen by the student or educational institution. However, the document does show the correct style and format that are generally incorporated in all approaches to serious research.

Though there are many different approaches to formal research, it is our hope that this chapter will enable students to develop an interest in independent reading and research. Further, it is anticipated that all students will be able to incorporate the knowledge gained through research into their classroom activities and improve academically.

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Appendix Section

A Model Research Paper

# LOUISVILLE: THE FIRST FIFTY YEARS

by

Angie Greer

Submitted in Honors English IV

May 1984

TABLE OF CONTENTS

INTRODUCTION.....1

SETTLEMENT.....4

Corn Island
The Kentucky Shore

RIVER ERA.....6

PEOPLE.....7

CONCLUSION.....9

BIBLIOGRAPHY.....10

## INTRODUCTION

What was the beginning of Louisville? Was it LaSalle's brief landing at the Falls in 1676 when he was in search of California? Was it the visits of wandering frontiersmen and scouts during the century after LaSalle's unheralded stop? Was it the leadership of George Rogers Clark, a man who found himself saddled with settlers when he was primarily concerned with fighting in the Revolutionary War? Can any of these happenings receive sole credit for the beginning of Louisville? No. A city the magnitude of Louisville takes more than days or months to form--it takes years. The first fifty years at the Falls of Ohio (1778-1828) were the most important; they were the groundwork for the Louisville of today.

The purpose of this paper is to outline the city of Louisville's beginning--its first fifty years. The settlement of Corn Island, the move to the Kentucky shore, the River Era, and the people involved along the way will be highlighted.

## BRIEF HISTORY

French explorer Rene Robert Cavalier, Sieur de LaSalle is the first man mentioned in Louisville's recorded history. LaSalle, credited with being the first white man to visit the area, set foot on land at the Falls of Ohio as he travelled in search of California in 1669. Although some frontiersmen explore the area from time to time, it was nearly a century before interest perked up. Two British officers surveyed the Falls in 1776. A Captain Hutchins drew a map of the unsettled area in that year, also. (4,15-16)

George Rogers Clark arrived with a small band of pioneers and his militia of approximately one-hundred-fifty men in the spring of 1778. The eager settlers made a temporary home on Corn Island, which Clark deemed easy to defend against Indian attacks. It was from this temporary fort that he and his men marched toward three important British outposts on the Mississippi and Wabash rivers. Clark and his men were victorious at Kaskia, Cahokia, and Vincennes. (4,16)

Upon receiving permission from the victorious Clark, the settlers moved to the Kentucky shore during the Christmas season of 1778. (2,19) The Falls, a strategic location, became a popular stopover point and trading post. This growth led the Virginia legislature to grant Louisville its first official charter on May 1, 1780. (4,16)

But along with the settlement's first charter came the first of many crises to be weathered by the sturdy outpost. A flood in the spring of 1780 nearly devastated the fledgeling town.

Confusion over currency was rampant; land warrants, coins from all over the world, animal skins, tobacco, produce, and paper money were all acceptable for trade. Inflation raged--one thousand dollars of printing press money equalled one Spanish dollar. Dr. George Hartt, Louisville's first doctor, presented the following bill to George Clews for the treatment of a young child:

| | |
|---|---|
| To 8 doses Calomel | $240.00 |
| To 4 blistering plasters for your child | 240.00 |
| | $480.00 (4,19-20) |

The 1780's and the 1790's were stagnant in almost every aspect except geographical growth. Indian raids and threats of British attack frightened away potential settlers. Legislative action suspended the sale of lots for a time. The vagaries of Spanish policy on navigation of the Mississippi seriously hampered the development of river trade. (5,24)

Despite fate's heavy hand, some progress was made during Louisville's first two decades. Richard Chenoweth erected Fort Nelson, the strongest fortification west of Fort Pitt, Pennsylvania, in 1781. A firm trade of furs, flour, and land was established by French immigrant Barthelemi Tardiveau shortly after his arrival in 1781. (5,19-21) 1789 saw the first brick house in Louisville. (4,20) The burning of the courthouse in 1787 was a blow to the young government, but a stone structure took its place grandly in 1788. (4,23)

Louisville's population pushed eight hundred at the turn of the century. A newspaper called "Farmer's Library" lent those eight hundred citizens an atmosphere of culture when it began publishing on January 18, 1801. However cultured they may have been, Louisvillians had not yet developed an organized banking system. Note shavers, carrying large collections of notes and papers in their bell-crown hats, discounted notes and lent money at exhorbitant rates of interest. (4,20)

In October, 1811, "Orleans," the first steamboat on the Ohio, moored at the Falls en route to New Orleans from Pittsburgh. (4,20) While this marked the beginning of the River Era, there were still setbacks. Violent earthquakes rocked the village from December of 1811 until the early spring of 1812. The continuous shaking wrecked buildings, disrupted business, and threatened the continued existence of the trading post. Smallpox ravaged the community in 1817, and it was feared that the village would be wiped out. Fever epidemic scourged the town so badly in 1822 that Louisville was avoided by travellers. (4,23)

Louisvillians who survived earthquakes, smallpox, and fever soon witnessed a rebirth in the port. General LaFayette brought out the festiveness in them when he visited in May of 1825. The citizens honored him with street processions and flowers strewn in his pathway. River traffic was increasing so rapidly by this year that the Louisville and Portland Canal Company sought incorporation from the legislature and began work on a canal around the Falls. (4,24)

The completion of the canal around the Falls caused a dramatic decrease in the portage business, but Louisvillians boosted themselves up and into the world of manufacturing. Louisville received its first charter from the Kentucky legislature on February 13, 1828. The new board of trustees and Mayor J. C. Buckles were ready to usher in the next fifty years.

## SETTLEMENT

### Corn Island

"Some rows up, but we rows down,
All the way to Shawnee town,
Pull away, pull away, away on down
To Shawnee town!"

The men accompanying George Rogers Clark to the Falls sang that song as they guided rafts down the Ohio. (2,8) Lieutenant Clark had originally planned on a military expedition to the Falls, but persistent people from Redstone-Old Fort, Pennsylvania, persuaded him to let them come to settle in Kentucky. (2,3)

On May 27, 1778, the rafts landed on an island where wild corn grew. Clark allowed twelve-year-old George McManness to name the island. Young George aptly dubbed it Corn Island. (2,11-13) The McManness', Chenoweths, Tewels, Faiths, Reagers, Wothingtons, Grhams, Donnes, Kimbleys, Hunters, Pattens, and four bachelors soon went about fortifying a settlement. (2,3)

In the meantime, Clark and his militia prepared to launch a military expedition in June. While the soldiers fought at Kaskaskia, Cahokia, and Vincennes, the settlers protected and made a home of their island. They waited patiently for permission to settle on the Kentucky shore. (2,17)

The Kentucky Shore

When George Rogers Clark sent word to the Corn Islanders to begin planning a settlement on the Kentucky shore, James Chenoweth drew up plans for the new fort to be situated on the east side of a ravine that entered the Ohio. Chenoweth's plan outlined a fort of twenty thousand square feet. Along each side of two hundred feet, eight double cabins were built. Four double cabins were attached at each one hundred feet end. Two-story blockhouses were found at all four corners. The settlers moved into their new home just before Christmas, 1778. (2,18-19)

Approximately one hundred and fifty soldiers spent the winter at the Falls. Before spring arrived, seven stations had been set up near the Falls: Spring, Floyd's, Sullivan's, Linn's, Hogland's, and Old. Along with these stations, the Falls settlement grew weekly, as settlers trickled in. The increasing population meant that the first native Louisvillian was born. John Donne, Isaac Kimbley, and Thomas Joyes all claim this title. (2,22)

The Court of Kentucky ordered adventurous settlers to remain united in towns and forts, procuring permanent property and electing Trustees to govern the properties. The seven Trustees elected included William Harrod, Richard Chenoweth, Edward Bulger, James Patten, Henry French, Marsham Brashears, and Simeon Moore. These men decided to lay off two hundred half-acre lots, leaving strips for public lots and streets. Each family got one 35 yard by 70 yard plot. The lots, which could only be sold to someone who did not already own one, were to be cleared and cultivated by

June 10, 1779. A covered house of 16' X 20' was to be erected before December 25, 1779. (2,23-24) The city itself was laid out in the form of the letter "T." The top extended along the river; the stem projected southward. (1,114) Louis XVI, who aided the U. S. in the Revolution, was honored with the naming of the town after him. (2,24)

## RIVER ERA

The river trade in Louisville was limited by Spanish shipping policies until the Pinckney Treaty of 1795. The signing of the treaty meant that trade downstream was no longer at the whim of the New Orleans governor. Free navigation began in 1798, and the "right of deposit" eliminated Spanish import duties on goods shipped abroad. The Kentucky legislature even created the post of Falls pilot to help boats attempting to pass the Rapids. (5,30)

Although the Pinckney Treaty freed trade to some extent, it wasn't until the Louisiana Purchase in 1803 that the problems of free navigation were settled permanently. Now, trade boomed. Keelboats came upriver from Louisiana, loaded with sugar, cotton, molasses, and imported luxuries. (5,31) Those trips were rough on the boatmen, whose hero was the legendary Mike Fink. It took a crew three to four months to float a keelboat downstream to New Orleans. The downriver trade, slow as it was, averaged 60,000 tons a year, compared to the 6,500 tons a year upstream. (5,32)

The river trade that made Louisville "a brisk little town" depended largely upon boats unloading at the port before crossing the Rapids. The booming trade dwindled when a canal was built to bypass the Falls in the late 1820's. An era ended.

PEOPLE

Louisville's first settlers were mostly of Scotch-Irish or German descent. Few of them were even first generation Americans. But lineage was not a matter which limited the "character" who came to the town.

While he was hardly an eccentric man, George Rogers Clark qualifies as one of early Louisville's "characters." The Father of Louisville was a brave soldier who returned to the town he'd helped settle after his military career ended. In 1789, Clark retired to his father's Mulberry Hill tract to write about his military expeditions. He spent the nine years before his death with his sister Lucy and her husband William Croghan. The invalid lived in the downstairs bedroom at Locust Grove until his death and interment in Cave Hill Cemetery in 1818. (4,24)

John Sanders moored his big boat to a tree to escape the ravages of the 1780 flood. When the water receded, the vessel was left aground at a point which is identified as the northeast corner of present-day Third and Main. Not to be shaken by the disaster, John remodeled his boat into a store. "Sanders' Keep" flourished when it began issuing negotiable receipts for hides and skins brought in by hunters and trappers. (4,19)

Richard Butler, a visitor to the Falls in 1786, had the following to say about Louisvillians:

> There are several good log houses building here, but the extravagance in wages, and laziness of the tradesmen keep back the improvement of the place exceedingly--in truth I see very little doing but card-playing, drinking, and other vices among the common people...

No doubt Mr. Butler's opinion was influenced by the activities of Cato Watts. Cato, a fine fiddle player, hanged in 1786 for killing his owner John Donne. (3,16-23)

"Louis Ville by nature is beautiful but the handy work of Man has insted of improving destroyed (sic) the works of Nature and made it a detestable place," said Moses Hustin in 1797. He would have been amused by Squire Boone's handiwork. Boone, Daniel's brother, built a house from the water-soaked board of a flatboat in which settlers had come downstream. The hot summer sun beat down on the house and twisted its planks. The house became the laughingstock of the town. Squire, a Baptist preacher, deserted it in a huff. (2,30) Fortunately, Louisville did not have to depend upon Squire's carpentry for its growth in the next fifty years!

## CONCLUSION

Louisville's first fifty years as a settlement, which have been highlighted in this paper, were not only the beginning of something remarkable. They were remarkable in themselves. Those early years saw a small island fort move to the Kentucky shore, grow to meet the need for an outpost in the wilderness, and become a vital port on the Ohio.

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# SECTION FOUR: COMPOSITION SKILLS

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# INTRODUCTION

Mastery of basic writing skills is vitally important, if the student is to be successful in school and in many of the careers that the pupil may pursue. A knowledge of the rules of grammar and their proper usage is necessary for effective written communication. If the student is to develop these composition skills, the pupil must be provided developmental writing tasks that emphasize these various skills. The student needs to learn how to write clear, concise sentences, using different elements of sentence structure to communicate to the reader. In addition, the pupil needs to know how to write unified, coherent paragraphs. The student needs to be instructed in the various kinds of writing, such as description, narration, exposition, and argumentation.

There is a need for basic composition skills in all academic areas in school, and the student who can master those basic skills enhances his learning and achievement in all academic studies. The following chapter will offer tips and activities that will help the student develop these composition skills if used on a regular basis in the language arts program. What the teacher should always keep in mind is that the student needs a command of the written language so that he can write effectively in whatever situation he may encounter, whether that situation be filling out a job application or writing the formal essay.

In any composition skills development program, the following goals should be achieved by the student:

1. Learn the basic rules of grammar and their usage so that writing can be more effective;
2. Learn how to write clear and concise sentences that are grammatically correct;
3. Learn how to write the four kinds of paragraphs: (1) description; (2) narration; (3) exposition; and argumentation;
4. Learn how to write a thesis and develop it into a five or six paragraph essay.

A. WRITING CLEAR AND CONCISE SENTENCES

Students should be provided instruction in writing complete sentences by avoiding fragments and run-on sentences. In addition, sentence variety should also be emphasized to avoid monotony in style, and pupils should be instructed to be concise and explicit by avoiding wordiness and redundancies. Further, students should learn how to write effective sentences through the subordination and coordination of ideas. They should be encouraged to be imaginative and creative in their use of language.

Students should be taught to master the four types of sentences (declarative, interrogative, exclamatory, and imperative) according to purpose. In addition, pupils should learn to master the four types of sentences (simple, compound, complex, and compound-complex) according to structure. This mastery will require a knowledge and understanding of clauses and their functions.

Activity One (Clear and Concise Sentences):

Give the students example sentences that illustrate wordiness and redundancies. Then, ask the pupils to eliminate all redundant and unnecessary words.

Reference: Warriner, John E. English Grammar and Composition, Complete Course, New York: Harcourt, Brace, and Jovanovich, 1977, page 254.

Example: We watched the big, massive black cloud rising up from the level prairie and covering over the sun.

Improvement of Example: We watched the big black cloud rising from the prairie covering the sun.

Activity Two (Clauses Reduced To Phrases):

Give the students example sentences in which they are asked to reduce longer sentence elements to shorter ones.

Reference: Warriner, John E. English Grammar and Composition. Complete Course, New York: Harcourt, Brace, and Jovanovich, 1977, pages 257-258.

Example: When he was left alone on the sinking vessel, the captain made an inspection of the ship.

Improvement of Example: Left alone on the sinking vessel, the captain made an inspection of the ship.

Activity Three (Clauses and Phrases Reduced to Single Word):

Give the students example sentences in which they are asked to reduce clauses and phrases to single word.

Clause Example: The troops who had been captured were sent to a prison camp.

Improvement of Example: The captured troops were sent to a prison camp.

Phrase Example: Her career in the movies was brief.

Improvement of Example: Her movie career was brief.

Activity Four (Sentence Fragments):

Give the students example sentences in which they are asked to eliminate sentence fragments. The two most common sentence fragments are phrase and clause.

Reference: Warriner, John E. English Grammar and Composition. Complete Course, New York: Harcourt, Brace, and Jovanovich, 1977, page 198 and page 200.

Phrase Example: On the school steps I saw Alice. Waiting for her mother to pick her up.

Correction of Example: On the school steps I saw Alice, waiting for her mother to pick her up.

Clause Example: I was grateful for his financial assistance. Which enabled me to go to college.

Correction of Example: I was grateful for his financial assistance, which enabled me to go to college.

Activity Five (Coordinating Ideas):

In learning to coordinate ideas, the student should be taught to make clear the relationship between ideas. Further, the pupil should be encouraged to combine shorter sentences into one longer statement.

Reference: Warriner, John E. English Grammar and Composition, Complete Course, New York: Harcourt, Brace, and Jovanovich, 1977, page 209.

Coordination Example: The student body was dismissed at one o'clock. Nobody went home.

Improvement of Example: The student body was dismissed, but nobody went home.

Activity Six (Subordinate Clauses): Ideas may be subordinated to one another through the use of adverb clauses, adjective clauses, and modifying phrases.

Subordinated Adverb Clause Example: The bell will ring at 3:00 p.m. We will go home.

Improvement of Example: When the bell rings at 3:00 p.m., we will go home.

Subordinated Adjective Clause Example: Abraham Lincoln was born in Kentucky. He was our 16th president.

Improvement of Example: Abraham Lincoln, who was born in Kentucky, was our 16th president.

Subordinated Modifying Phrases Example: She told me to look in the dictionary, and it was on her desk.

Improvement of Example: She told me to look in the dictionary on her desk.

B. WRITING WELL ORGANIZED PRAGRAPHS:

Students should be instructed in the techniques of writing quality topic sentences. In developing the topical sentence, a variety of methods should be employed. These methods include the use of (1) facts; (2) examples; (3) incidents; (4) reasons; (5) comparisons; (6) contrasts; and (7) definitions. Further, the truly skilled writer will combine two or more of these methods in developing the topical sentence. Finally, students should learn to develop unified, coherent paragraphs around the topic.

In order to achieve unified, coherent paragraphs, students should be instructed in the use of transitional devices to give continuity to the flow of ideas so that the sentences connect smoothly. The following list contains examples of transitional devices that can be used to connect sentences within the paragraph.

Connecting (Transitional Devices) For Paragraphs and Sentences*

| | | |
|---|---|---|
| Admittedly | In addition | On the other hand |
| And | In fact | Still |
| Assuredly | Indeed | The fact remains |
| But | It is true that | Therefore |
| Certainly | Moreover | Thus |
| Clearly, then | Nevertheless | To be sure |
| Consequently | No doubt | True |
| Even so | Nobody denies | Undoubtedly |
| Furthermore | Obviously | Unquestionably |
| Granted | Of course | Yet |
| | | (any many more) |

Example of connecting devices between sentences:

Girls are a nuisance.
They are wonderful. (without connectors)

True, girls are a nuisance.
Nevertheless, they are wonderful. (with connectors)

(Notice how smoothly the sentences blend.)

*Payne, Lucile Vaughan. The Lively Art of Writing, Chicago: Follett Educational Corporation, 1970.

In addition, the student needs to learn to write an effective concluding or clincher sentence. The topic sentence, developmental sentences, and clincher sentence give the paragraph a wholeness.

The student should also be provided instruction in the writing of the four types of paragraphs: (1) description; (2) narration; (3) exposition; and (4) argumentation.

Descriptive writing is that kind which appeals to the senses, while narrative writing is that kind which relates an incident or a true personal experience. Furthermore, expository writing is that kind which explains a method or process. The purpose of expository writing is to enlighten or instruct. Finally, argumentive writing is that kind which tries to convince or persuade.

Activity One (Descriptive Writing): Ask students to write a topic sentence suitable for use in a descriptive paragraph. Remind students that they are to use colorful, imaginative language to appeal to the reader's senses. The following is an example topic sentence around which a descriptive paragraph could be written:

Winter in the country has a beauty all its own.

Activity Two (Expository Writing): Ask students to write a topic sentence suitable for use in an expository paragraph. Remind the students that they are to give clear, step-by-step directions or explanations. The following is an example topic sentence that could be used in an expository paragraph.

Getting into top physical condition is hard work.

Activity Three (Narrative Writing): Ask students to write a topic sentence suitable for use in a narrative paragraph. Remind students that they are to relate an incident or personal experience. The following is an example topic sentence that could be used in a narrative paragraph.

My visit to the emergency room was quite an experience.

Activity Four (Argumentative Writing): Ask students to write a topic sentence suitable for use in an argumentative paragraph. Remind students that their intent is to persuade or convince the reader to accept their point of view about the topic. The following is an example topic sentence about which an argumentative paragraph could be written:

Women should be drafted into the armed services.

C. DEVELOPING LONGER, MORE COMPREHENSIVE ESSAYS

The essay is written on a broader topic than the paragraph. Therefore, the essay uses several paragraphs for developing that broader topic. Like the paragraph, the essay can also be of four types--(1) description; (2) narrative; (3) expository; and (4) argumentative.

The well organized essay will have an introductory paragraph with a stated thesis, developmental middle paragraphs, and a concluding paragraph with the thesis restated. All of the paragraphs of the essay should follow a format that includes: (1) a topic sentence; (2) developmental sentences; and (3) concluding sentence.

The following example is a simplified sample of an essay with the thesis, topic sentences, and concluding or clincher sentences labeled.

(Sample Paper with Thesis)

# The Good Life Is Free

People spend their lives struggling to make money to buy things that they think will make them happy. They discover, too late, that money and things do not make them happy. (In all reality, the best things in life are free.) (last sentence is thesis)

(TS) Good health is one of the greatest blessings of life and cannot be purchased over the counter as we would purchase a piece of jewelry or clothing. If one is blessed with good health, he can do all the things that he wants to because his healthy body enables him to do so. He can take part in those physical activities that he considers important and can do things for his friends and family. He can work and play with his family and friends and have fun participating in recreational activities. Good health is important to mental health as well. Certainly, we must admit that good health is important, and it is free to those who will only follow certain rules of living. (clincher sentence)

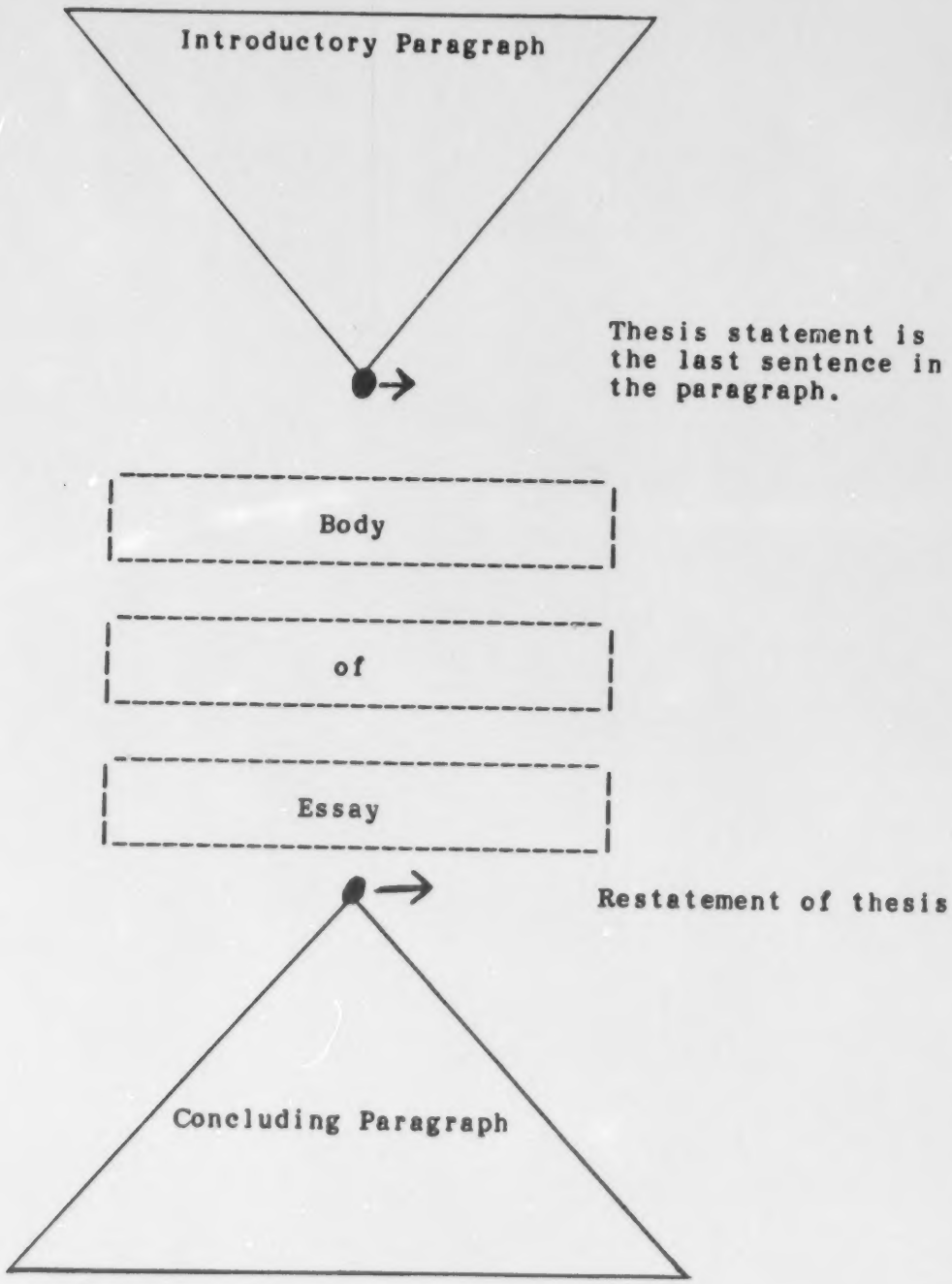
(TS) Learning is another free blessing that everyone can experience. It's true that there might be some secondary expense to learning, such as the price of a book or the tuition fee charged by a college. However, the act of learning itself comes freely. One needs only to open a book and allow his mind to soak up the ideas and facts contained inside. Through learning, we can lead richer lives by understanding ourselves better and the world in which we live. We can be a part of humanity through our interaction with the past and the great men and women who were part of our past. Learning, then, is free for the taking. (clincher sentence)

(TS) Too, friendship is one of the riches we can have without having to pay for it, even though some people believe that friends can be bought. True friendship cannot be bought but must be cultivated between people. It involves acts of kindness, support, and understanding. True friendship is built on caring for others and helping others in time of need. True friends are those who like you for what you are, not for what you have. Life would certainly be lonely and frustrating if one did not have friends. Yes, one should appreciate his friends and be happy that they are free. (clincher sentence)

*Undoubtedly, the best things in life are free, and they're the things we take for granted, like good health, learning, and friendship. We need to take a long look at the things we strive for in order to be happy. Happiness can be found in the free blessings that we too often neglect and take for granted. (clincher sentence)

*(Re-statement of thesis)

By way of review, the following diagram illustrates the basic structure for a five paragraph essay.



Source: Payne, Lucile Vaughan. The Lively Art of Writing, Chicago: Follett Educational Corporation, 1970.

D. BASIC_WRITING_TIPS

1. Be sure spelling and punctuation are correct.
2. Vary your sentence structure. Do not begin or construct all your sentences the same way.
3. Do not use contractions, since they are not as forceful as the individual words used separately.
4. Do not begin sentences with <u>there</u> if it can be avoided.
5. Use active voice as much as possible.
6. Write about topics with which you are familiar, topics you know something about, or ideas you believe in.
7. Do not shift tenses of verbs incorrectly.
8. Do not shift pronouns and noun person.
9. Prepare an outline for whatever you write. An outline serves as a road map.
10. Do not force a writing style that is uncomfortable for you.
11. Be economical in your use of words. Redundancies and repetition add nothing to your writing.
12. Do not use short, choppy sentences when they can be combined into one sentence.
13. Do not get off your topic.
14. Aim your sights for quality, not quantity.
15. Keep in mind the first and only purpose is to communicate your ideas to others in a forceful, effective way.
16. Do not plagiarize (borrow from others). Develop your own ideas and style of expression.
17. Think before you write.
18. Give yourself plenty of time to write.

E. CORRECTION MARKS

1. cap--capital letter needed or capital letter unnecessary;
2. sp--spelling error;
3. p--mistake in punctuation;
4. mar--faulty margin (uneven, too wide or too narrow);
5. ill--illegible handwriting (difficult to read, poor penmanship);
6. syl--syllabication (word incorrectly divided);
7. frag--fragment (not a complete sentence);
8. RS--run-on sentence (incorrect punctuation or no punctuation between clauses);
9. voc--vocabulary or wrong choice of word;
10. abb--incorrect abbreviation or abbreviation not permissible;
11. k--clumsy or awkward construction;
12. ?--not clear
13. typ--typing error;
14. #--space needed between words;
15. --something left out;
16. agr--subject or verb do not agree in number of pronoun and antecedent do not agree in number or person;
17. t--wrong tense of verb;
18. u--faulty usage (nonstandard or slang);
19. --new paragraph needed or no new paragraph needed;
20. head--heading or title incorrectly placed or incomplete;
21. pro--wrong case of pronoun;
22. parl--construction not parallel
23. cont--unnecessary use of contraction;
24. gr--grammatical error not covered by other symbols;
25. org--poor organization;
26. TS--faulty topic sentence or topic sentence needed;
27. dev--topic needs to be developed further;
28. th--thesis not good or needs rewriting, or thesis missing;
29. rep--repetitive (repeating yourself).

## CONCLUSIONS

The development of quality writing skills requires years of practice. Sequential writing activities enable the students to move from one stage of writing proficiency to the next. The information in this chapter should aid all students in their development of varied writing skills. These basic skills should enhance the ability of all students to adapt their writing skills to other classrooms or to life related activities.

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# SECTION FIVE: PRACTICAL WRITING SKILLS

BY

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NOVEMBER 12, 1984

A. Applications and Forms

In everyday life there are many times when students will be faced with the problem of filling out applications or other forms. These can be anything from a printed job application form to a standard form for ordering merchandise. Filling out these forms may appear to be a very simple task, but it does require certain skills. Problems often arise when forms are filled out illegibly or incompletely. These problems may be eliminated by keeping in mind the following points:

1. Read and follow all directions;
2. Write legibly (printing or typing is preferred);
3. Answer all questions or fill in all blanks that are applicable (on job applications if questions are not applicable, make note of that);
4. Give brief explanations if necessary.

Appendix A of this section contains examples of application blanks.

B. Personal Correspondence

Due to the increasing popularity of the telephone and the ease of travel in today's society, the practice of personal letter writing has diminished to such an extent that many people have never developed the skills or have forgotten the skills involved. However, the personal letter, or note, has not become extinct, and letters are still a very important form of communication.

Whereas most people who initiate the communication prefer to use the telephone, the receiver of the communication often prefers a letter because it can be kept and reread, or referred to, at the reader's convenience; it can be shown to others; and it is a permanent record of the communication.

The most difficult part of letter writing is beginning. Many people wonder how they will ever fill a blank sheet of paper, but one must keep in mind that the more one writes, the more fluent the writing becomes.

Several types of personal correspondence will be discussed in this section. They include the friendly letter, invitations, acceptance or regrets, thank you's, bread-and-butter notes, sympathy notes, and congratulations. Examples of each of these types are contained in Appendix B.

Friendly Letters. One should write as he/she speaks. A friendly letter should reflect the writer's personality and give the reader the feeling that the author is there. Few rules apply, but the following items should be remembered.

1. The writer should not ask too many questions in rapid succession, but should ask some questions.
2. The writer should be careful not to talk too much about himself/herself. Rather, the writer should include the reader.

Certain devices can help in injecting "friendliness" into letters.

1. Punctuation can add interest, variety, and zest to a letter. Exclamation points, dashes, and underlining can be used generously to give emphasis.
2. Expressions or phrases normally used by the writer should be used rather than more formal language.
3. The name of the reader should be inserted occasionally to give an added touch of familiarity.
4. Contractions should be used to make writing sound more natural.
5. One should write quickly. What one wants to say should be decided upon and one should not think too long about how to say it.

Parts of the Friendly Letter:

1. The Writer's Home Address and the Date

This is usually written in the upper right hand corner of the first page, but it can be placed in the lower left hand part of the page below the signature. The date always goes below the address.

2. Salutation

In more formal social letters the beginning "My dear Mrs. Smith" may be used, but when writing to close friends, the salutations "Dear Jean" or "My dearest Jean" are more appropriate. When in doubt as to how the reader would respond to familiarity, it is best to be safe and use the more formal salutation. The salutation is followed by a comma.

3. Closing

In a formal social note the best endings are "Sincerely," "Sincerely yours," "Very sincerely," or "Very sincerely yours." In friendly notes "Affectionately" or "Love" are the most frequently used closings, but "As always" is useful when writing to someone whom one has not seen for some time.

4. Signature

A signature may include ones full name of just the first name, depending on the formality of the correspondence.

5. Envelope

The address on the envelope must be complete and written as precisely and legibly as possible. If one's writing is poor, printing should be used.

Not all of these parts are necessary in all of the social notes, but most of them are used in most personal correspondence.

Types of Personal Correspondence:

1. Invitations

Informal invitations should be handwritten. Guests should be informed, in a concise manner, about the kind of party or event that they are being invited to, and the place, date, and time of the event. Informal invitations must be handwritten.

2. Acceptance or Regrets

In replying to an invitation, one uses the same degree of formality as was used in the invitation. A reply, whether an acceptance or regret, should be sent promptly. In the case of regrets, a valid excuse should be given. These notes should be handwritten.

3. Bread-and-Butter Notes

A bread-and-butter note is absolutely necessary when one has stayed overnight or longer in someone's home. They are a nice touch when one has enjoyed a meal or an event as the guest of a friend or relative.

4. Thank-You Letters

Thank-you letters should sound sincere and enthusiastic. They should always be handwritten, and expressions natural to the writer should be used.

5. Congratulation Notes

Letters of congratulation, like thank-you's, should be enthusiastic and sincere. They should always be handwritten.

6. Sympathy Notes

Letters of condolence should be written immediately, and they must be sincere. One should say what he truly feels and nothing else. Details of the illness or manner of death should not be dwelt on. Quotes from the scriptures or from poets should be kept brief, if used at all. The writer should strive to express a thought of sympathy and a genuine appreciation for the one who has passed away. Sympathy notes should always be handwritten.

C. Business Letters

There are many reasons for a student to study business letter writing. First of all, everyone is sure to write business letters; they are the most common form of communication for managing business affairs. A person's failure or success will depend on whether his letters are ordinary or good. If he succeeds in writing effective letters, his chances of success in the business world and in his personal life will increase. In order to write successfully, he must learn how to get his message across quickly and effectively. Writing good letters also saves time; one letter, if it is well-written, will usually get the job done.

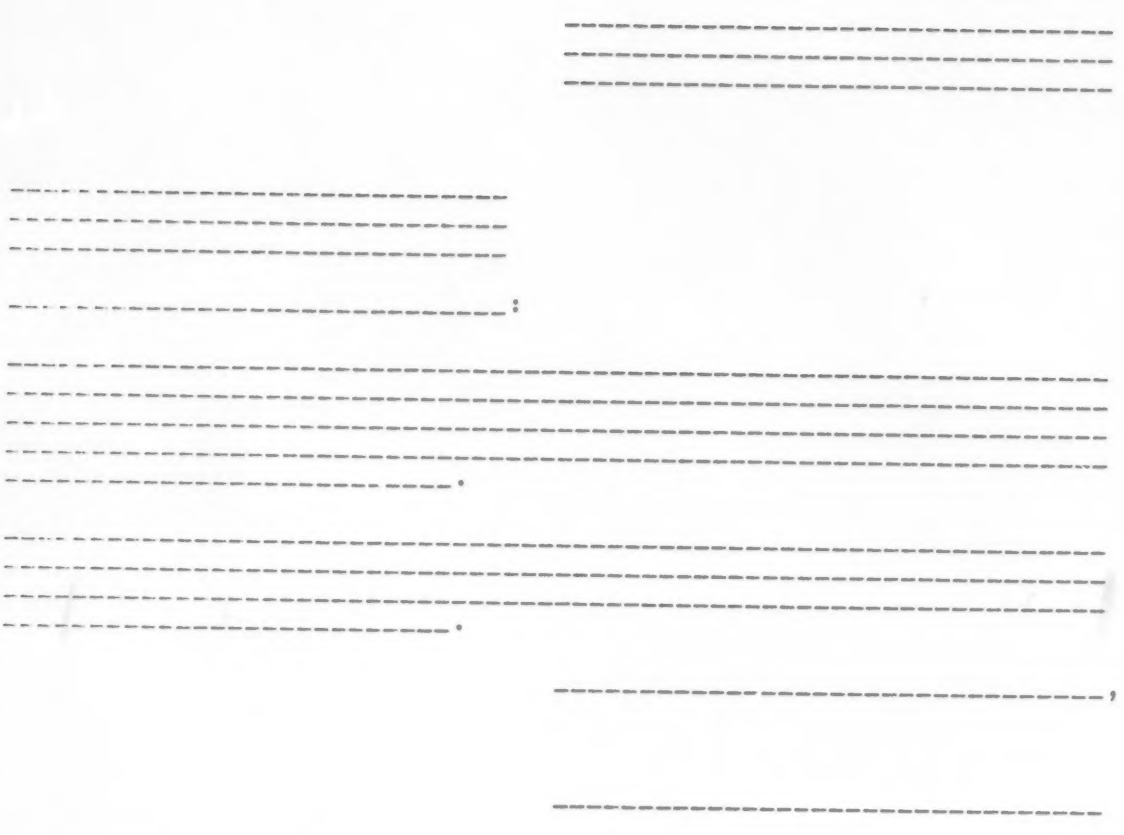
Letter-writing also has several advantages over other forms of business communication. It is cheaper than travel or long distance phone calls. It gives the correspondents a written record. Also, letters can be written at one's own convenience.

Unlike friendly letters, business letters follow a standard form. There are three commonly used forms of indention. These are the block style, the semiblock style, and the full block style.

1. Block_Style - In this style every line except those in the heading, closing, and signature begins at the left-hand margin. The heading is even with the right-hand margin, and the closing and signature begin a little to the right of the center of the page. There are no indentions for paragraphs.

Diagram_One

Block_Form



2. Semiblock Style - This style is just like the block style except there are indentions for paragraphs.

Diagram Two

Semiblock Form

3. Full Block Style - In the full block style every line begins at the left-hand margin.

Diagram Three

Full Block Style

The full block style is the most effective in regard to time-saving because it eliminates all indentions. The semiblock style, however, is the most commonly used.

Six Parts of the Business Letter. There are also six required parts for all business letters.

1. Heading - The heading includes the sender's complete mailing address and the complete date. (The address is not necessary when using letterhead stationery.) This appears at the top of the page even with the right or left-hand margin, depending on which indention style is used.

2. Inside Address - The inside address includes the title, name, and address of the person who is to receive the letter. It usually begins four spaces below the date and is even with the left-hand margin.

3. Salutation - The salutation is also even with the left-hand margin and is usually placed two spaces below the inside address. It is followed by a colon. The wording of the salutation must match the first line of the inside address.

4. Body - The body of the letter begins two spaces below the salutation. In most business letters the body is single-spaced with double spacing between paragraphs. In short letters double spacing is acceptable. Paragraphs should be kept short, and points could be itemized when helpful. Business people are busy people so business letters should be clear, concise, and to the point. Wordy phrases, old-fashioned phrases,

and cliches should be avoided when simple words would be just as effective. Even though brevity and clarity are important, the basic requirements of good manners should still be followed. In the body of the letter, one should do three things. First, he should begin the letter with the reason why he is writing. Next, he should give facts and information to support his reasons for writing. Lastly, he should end his letter by telling the reader what action he wants the reader to take.

5. Closing - The closing begins two spaces below the last line of the body of the letter. It usually begins at a point just to the right of the center of the page. If full block style is used, it begins even with the left-hand margin. Only the first word of the closing is capitalized, and it is followed by a comma. The phrase Yours truly and all of its variations are always acceptable closings for business letters.

6. Signature - The signature actually consists of two parts, the typed name and the written signature. The typed name should appear four spaces below the closing, even with the closing. It is not preceded by a title unless a woman wishes to identify herself as Miss or Mrs. If this is done, she would place the Miss or Mrs. in parentheses before her name. The typed name may be followed by an official title,

either on the same line or on the next line. The written signature appears between the closing and the typed name.

Special Parts of a Business Letter. There are also several special parts which may or may not be included in the business letter. These include the following:

1. Attention line - The attention line is used when writing to a company if a certain individual needs to be the one to receive the letter. The name or the title of the person may be used. It is placed even with the left margin or centered, and it appears between the inside address and the salutation with two spaces above it and two spaces below it.

2. Subject line - The subject line tells the reader quickly what a letter is about, or it may refer to previous correspondence to give the reader necessary background. It is placed even with the left margin two spaces below the salutation, or it may be centered on the same line as the salutation. It should be underlined or typed in all capitals.

3. Initials - The initials included are those of the dictator and the typist. They are placed even with the left margin, two spaces below the last line of the signature. The dictator's initials are placed first, followed by a colon, a diagonal, or a dash and the typist's initials.

4. Enclosure notation - The enclosure notation informs the reader that there is other information included with the letter. It is placed one or two spaces below the initials. It may be spelled out or abbreviated, and it is followed by the number of the enclosures.

5. Copy - The copy notation is useful when the reader should be informed that others have received a copy of the letter. This notation appears even with the left margin one or two spaces below the initials or enclosure notation. The names of the people receiving copies are usually listed after CC, Cc, cc, or Copy to.

6. Second-page headings - All pages after the first page should be typed on plain paper and should include the addressee's name, date, and page number. This should be placed about one inch from the top of the page. The name of the addressee should be even with the left margin, the page number should be centered, and the date should be even with the right margin. The continuation of the body of the letter should begin four spaces below this.

Knowing the preceding rules of style and format should enable a student to write effective business letters of all types. Some of the various types, however, do need special consideration.

Types of Business Letters. The special types of business letters include the following:

1. The Letter of Inquiry or Request - Almost all people will occasionally find a need to write a letter requesting information. Most firms and businesses welcome this type of letter. In this type of letter, one needs to make clear what specific information he desires. Therefore, he needs to begin by directly asking for the information in such a way that he cannot be misunderstood. All letters of this type should be clear and should be short. A stamped, self-addressed envelope should be enclosed so that the information one requested could be sent to him. If some special effort was made by the recipient in sending the information, a letter of appreciation should be sent afterward.

2. The Letter of Adjustment or Complaint - Because errors are bound to occur in business transactions, letters of adjustment or complaint are not uncommon. When a just claim exists, customers should have little difficulty in getting an adjustment if their letters are effective. This type of letter needs to include 1) a description of exactly what is wrong, and 2) what one wishes the company to do about the problem. One should go back as far into the history of the problem as necessary in order to explain the

error. The main thing to remember in writing this type of letter is to be courteous; the error is usually not a deliberate one on the part of the company or business.

3. The Letter of Application - This type of business letter requires the most attention because it is sent to a prospective employer. Errors in the letter of application may indicate to the prospective employer that an applicant may not have the skills needed for an available position. These letters should be flawless in form, grammar, spelling, neatness, etc. In writing the letter of application, one should first mention how he became aware of the position for which he is applying. Next, he should give personal information that is relevant to the position. He should also list educational training that may be of use or that may interest his prospective employer. Following that, he should give any experience that he has had, and he should give the names and addresses of approximately three people who could give information about his character and his ability. The letter should conclude with a direct request for an interview at the employer's convenience.

4. The Order Letter - Printed and standard order forms have almost made this type of letter almost obsolete;

however, there may be occasions when a person would need to order merchandise and no printed form would be available. In writing an order letter, one should be sure to list the items he wishes, one below the other, with complete information about each one. This information includes catalogue number, style, color, size, price, shipping weight, etc. The prices should be placed even with the right margin, each one directly under the one above. The cost of shipping, if known, should be added. And the tax, if applicable, should be added. The method of payment should be made clear.

When writing any of these types of business letters, there are several general ideas to remember. These include the following:

1. Be neat, interesting, and easy to read.
2. Keep style inconspicuous - don't call more attention to style than to content.
3. Be clear, specific, and concise.
4. Be courteous.
5. Use accurate wording, correct grammar, punctuation, and spelling.

Appendix C contains examples of model business letters.

D. Resume

A resume is a summary of one's personal qualifications, education, and experience. Resumes are sometimes used by themselves in applying for jobs, or they may be sent along with a cover letter or a letter of application. The primary purpose of a resume is to sell oneself to a prospective employer. There are several advantages to the resume. These include the following:

1. The resume is easier to read than a letter.
2. The resume gives information about personal qualifications, education, and experience. These do not need to be repeated then in the letter of application; therefore, the letter can be more concise.
3. Several copies can be made at one time and can be sent to several prospective employers.
4. The resume may be easily updated.
5. Resumes may be kept on file by employers for referral when future positions become available.

Areas of Resume Information. Resumes may take many varied forms; however, there are certain areas of information that should be included in all of them.

1. Identifying information - This information includes name, address, and phone number.
2. Personal data - This usually includes such items as date of birth, marital status, social security number, and data concerning health. Questionable personal statistics need not be included. When the nature of a job makes a statistic a vital concern, then the data should definitely be included.

3. Education - This information should be listed chronologically, beginning with high school. Emphasis should be given to parts that are relevant to the job one is seeking. Extra curricular activities may also be mentioned in this section if they are relevant.
4. Experience - This information is given in reverse chronological order to stress the most recent experience. Names and places of employment should be given along with beginning and ending dates, job titles, duties performed, and names of immediate supervisors. If one's actual job experience has been limited, any experience that one feels has taught him something relevant should be mentioned.
5. References - The reference section usually consists of the names and complete mailing addresses of three people who are able and willing to answer questions concerning one's character and abililty. These people should know the applicant well and should have given their permission to be used as a reference. Relatives should not be used as references.

In writing the resume, it is important to remember that one is trying to create a favorable impression about himself. Any positive information about oneself should be emphasized, therefore, while shortcomings should be placed in less prominent positions. As with the letter of application, one should remember that an employer's first impression of him often comes from the letter or resume; therefore, he should be neat, concise, and grammatically correct.

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# APPENDIX A

# APPLICATIONS

# AND

# FORMS

## APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back — Print in Block or Dark Blue Ink or Use Typewriter

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX ☐ MALE ☐ FEMALE

9 YOUR COLOR OR RACE ☐ WHITE ☐ NEGRO ☐ OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ NO ☐ DON'T KNOW ☐ YES (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service — FORM SS-5 (4-72) — ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED — Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

**Information Furnished On This Form Is CONFIDENTIAL**

### INSTRUCTIONS

**One Number Is All You Ever Need For Social Security And Tax Purposes**
**Special Attention Should Be Given To Items Listed Below**

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

**1** Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

**3** If not born in the USA, enter the name of the country in which you were born.

**5** If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

**10** If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

**11** If you get your mail in the country, without a street address, show your R.D. Route and Box number, if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

**14** Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 120
165-15 88th Avenue
Jamaica, N.Y. 11432

FOR BUREAU OF DATA PROCESSING

☆ U.S. GOVERNMENT PRINTING OFFICE: 1973— 545-614/2

BEST COPY AVAILABLE

HARDIN COUNTY SCHOOLS
APPLICATION FOR A SECRETARIAL POSITION

NAME _____ DATE _____

ADDRESS _____ PHONE NUMBER _____

CITY _____ STATE _____ ZIP _____

AGE _____ BIRTH DATE _____ MARITAL STATUS _____

NO. OF CHILDREN _____ SOCIAL SECURITY NO. _____ _____ _____

SCHOOL OR POSITION

APPLIED FOR _____

_____

FOR OFFICE USE ONLY
Date Received _____
Acknowledgement Sent _____
Date Interviewed _____

EDUCATION AND TRAINING

HIGH SCHOOL ATTENDED _____ GRADUATE - YES ___ NO ___

COLLEGES ATTENDED _____ HOURS COMPLETED ____

DEGREES EARNED AND DATES _____

MAJOR SUBJECT _____ HOURS _____

MINOR SUBJECT _____ HOURS _____

OVERALL SCHOLASTIC STANDING _____ TOP IN YOUR COLLEGE ____

WORK EXPERIENCE

GIVE NATURE OF PREVIOUS EMPLOYMENT, NAME OF EMPLOYEERS AND DATES OF SERVICE.

_____

_____

_____

REFERENCES: NAME AND ADDRESSES

1. _____

2. _____

3. _____

OVER

ADDITIONAL INFORMATION WHICH YOU FEEL MIGHT HELP IN EVALUATING YOUR APPLICATION:
(LIST ANY SPECIAL TALENTS YOU HAVE)

_____

_____

_____

_____

_____

_____

_____

_____

_____

SIGNATURE OF APPLICANT

# CASH REGISTER PRACTICE

Name _____

Directions: Using a cash register, complete the following practice sets.

Practice Set One:

1. Mr. Brown bought four new tires at $53.99 per tire. If the federal excise tax is $1.43 per tire and the Kentucky sales tax is 5 percent, what was the total cost of the four tires?

Tire Costs.....$_____

Federal Excise Tax.....$_____

Kentucky Sales Tax.....$_____

Total Costs.....$_____

Practice Set Two:

2. Ms. Jones bought two new tires at $77.99 per tire. The federal excise tax was $1.51 per tire and the Kentucky Sales tax was 5 percent. Compute the total cost and determine the amount of change Ms. Jones would receive from $200.

Tire Costs.....$_____

Federal Excise Tax.....$_____

Kentucky Sales Tax.....$_____

Total Costs.....$_____

Change.....$_____

Practice Set Three:

3. Mr. Smith bought two new tires at $82.90 per tire and two new tires at $87.99 per tire. The federal excise tax was $1.70 on each tire at $82.90 and $1.93 on each tire at $87.99. Compute the total cost, including Kentucky Sales tax, of this purchase.

Tire Costs.....$_____

Federal Excise Tax.....$_____

Kentucky Sales Tax.....$_____

Total Costs.....$_____

# CASH REGISTER PRACTICE

Name _____

Directions: Using a cash register, complete the following practice sets.

Practice Set One:

1. Mr. Brown bought four new tires at $53.99 per tire. If the federal excise tax is $1.43 per tire and the Kentucky sales tax is 5 percent, what was the total cost of the four tires?

Tire Costs.....$215.96

Federal Excise Tax.....$ 5.72

Kentucky Sales Tax.....$ 10.80

Total Costs.....$232.48

Practice Set Two:

2. Ms. Jones bought two new tires at $77.99 per tire. The federal excise tax was $1.51 per tire and the Kentucky Sales tax was 5 percent. Compute the total cost and determine the amount of change Ms. Jones would receive from $200.

Tire Costs.....$155.98

Federal Excise Tax.....$ 3.02

Kentucky Sales Tax.....$ 7.80

Total Costs.....$166.80

Change.....$ 33.20

Practice Set Three:

3. Mr. Smith bought two new tires at $82.90 per tire and two new tires at $87.99 per tire. The federal excise tax was $1.70 on each tire at $82.90 and $1.93 on each tire at $87.99. Compute the total cost, including Kentucky Sales tax, of this purchase.

Tire Costs.....$241.78

Federal Excise Tax.....$ 7.26

Kentucky Sales Tax.....$ 24.18

Total Costs.....$273.22

BEST COPY AVAILABLE

## CUSTOMER'S ORDER BLANK

Directions: Using the information available in the CASH REGISTER PRACTICE exercise, write up customer order blanks on each practice set.

O.K. TIRE COMPANY
127 Main Street
Elizabethtown, Kentucky 42701
Phone: 765-6666

Name _____

Address _____

City _____ State _____ ZIP _____

| Quantity | Item Description | Unit Cost | Total |
|---|---|---|---|
| | | | |
| Sub Total | X | X | |
| Federal Excise Tax | X | X | |
| Ky. Sales Tax | X | X | |
| Grand Total | X | X | |

# APPENDIX B

# EXAMPLES

# OF

# PERSONAL CORRESPONDENCE

## Modern Friendly Letter

Heading

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 8, 1984

Dear Betty, — Salutation

BODY OF LETTER

Since I last wrote you, I was elected cheerleader at West Hardin High School. I can hardly wait until our first basketball game.

In your last letter, you indicated you plan to enter Western Kentucky University next fall. Have you made up your mind about a major?

By the way, Susan will also be going to Western next fall. Maybe you could be roommates?

In your last letter, you said you had a new recipe for hamburger pizza. I would love to hear how your new recipe comes out. Also, I would like a copy of the recipe.

Write when you can!

Closing — Love,

Signature — Joan

*Joan Hill*
*Route 5, Box 10*
*Elizabethtown, Kentucky 42701*

*Miss Betty Staples*
*404 West Elm Street*
*Frankfort, Kentucky 40601*

Model Envelope

Model Information Invitation

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 16, 1984

Dear Betty,

Mom and Dad are planning a Christmas open house for Sunday, December 9th. They want all my friends to be invited to the open house, too. I thought you would like to come back for a visit at this time. All your old school friends sure miss you.

If you can be here for the open house, try to come about 1:00 p.m. This will allow us a couple of hours to visit before the open house.

I sure hope you can be with us on December 9th.

Love,

Joan

Model Informal Reply

404 West Elm Street
Frankfort, Kentucky 40601
November 22, 1984

Dear Joan:

It was good to hear from you concerning your parents' Christmas open house. I am thrilled with the idea of coming back and visiting with you and other close friends.

You can expect me about 2:00 p.m. on December 9th. It will be impossible for me to get to your house before this time, since I will need to attend church before leaving home.

Sincerely yours,

Betty

A Note of Acceptance

404 West Elm Street
Frankfort, Kentucky 40601
November 22, 1984

Dear Joan,

Gee I'm glad you asked me to your Christmas open house. It will be good to see all my friends from West Hardin. I'll see you at 2:00 p.m. on Sunday, December 9th.

I can't hardly wait to see all the old gang. I'll be counting the days until I see you.

Love,

Betty

A Note of Refusal

404 West Elm Street
Frankfort, Kentucky 40601
November 22, 1984

Dear Joan,

Gee I wish I could attend the Christmas open house. It would have been good to see the old gang. However, Uncle Harry and his wife will be visiting us on December 9th.

I really hate not being able to attend the open house. The open house sounds like such a neat idea. Hopefully, I can come see you during the early part of the new year.

Love,

Betty

A Model Thank-You Note

Route 5, Box 10
Elizabethtown, Kentucky 42701
June 5, 1985

Dear Aunt Sarah:

Your graduation gift of a Webster Dictionary is most appreciated. As you know, I will be entering the University of Kentucky in the fall and will be using the dictionary in my college work.

Before I leave for college, I hope that you and Uncle Harry will come visit us. It is always good to have both of you in our home.

Thank you again for this useful and practical gift.

Sincerely,

Joan

Model "Bread-and-Butter" Note

404 West Elm Street
Frankfort, Kentucky 40601
December 20, 1984

Dear Mrs. Hill,

I would like to express my sincere appreciation for my recent visit in your home. Your hospitality was unlimited, and your food was excellent. I will always remember these three wonderful days in your home.

Please extend my appreciation to your husband for his many kindnesses. His advanced planning with the ice-skating parties was most appreciated by all participants.

Sincerely,

Betty Staples

## A "Bread-and-Butter" Note

404 West Elm Street
Frankfort, Kentucky 40601
December 20, 1984

Dear Joan:

I wish to thank you for the wonderful visit I had in your home. The three days that I spent in your home were delightful. I will especially remember those wonderful ice-skating parties on the lake and the midnight pizza parties.

Please tell your mom how much I appreciated the visit. Her home cooking really hit the spot.

Sincerely,

Betty

Letter of Congratulations

Route 5, Box 10
Elizabethtown, Kentucky 42701
June 19, 1984

Dear Tom,

I am so glad to hear of your recent appointment as manager of the Apex Manufacturing Company. Your many years of hard work at the company have well prepared you for this challenging position. Congratulations on your new assignment.

Sincerely,

John Hill

Sympathy Note

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 19, 1984

My Dear Mrs. Johnson:

Words cannot express the sorrow my family holds for you in the passing of a loved one. If I or my family can be of assistance, please call upon us.

With deepest sympathy,

Mary Hill

# APPENDIX C

# EXAMPLES

# OF

# BUSINESS

# LETTERS

Letter of Request

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 8, 1984

Director of Admissions
Elizabethtown Community College
110 College Road
Elizabethtown, Kentucky 42701

Dear Sir:

I am requesting a college catalog and an application form for admission to the Elizabethtown Community College. At the present time, I plan to enter your college in the fall of 1985. Currently, I am a senior at West Hardin High School.

Yours truly,

Joan Hill

## Model Letter of Application

227 South Main Street
Elizabethtown, Kentucky 42701
November 22, 1984

Mr. William E. Johnson, Manager
The Discount Barn
327 South Dixie Avenue
Radcliff, Kentucky 40160

Dear Mr. Johnson:

Through this letter, I am making application for your opening as a stock clerk. Currently, I am enrolled in a high school class pertaining to career development. As part of the course work, students have an opportunity to practice the skills required of a stock clerk.

I have done very well in this class and enjoy the work of a stock clerk. Therefore, I would like to apply for your current opening.

I can come for an interview after school on any week day. Would you please schedule me for an interview at your convenience? You can contact me after 4:00 p.m. at 737-6654.

Yours truly,

John Smith

## Model Order Letter

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 9, 1984

Seven Seas Discount Store
1401 East Main Street
Frankfort, Kentucky 40601

Order Department Manager:

I wish to place an order for the following items as displayed in your recent catalog.

| | | |
|---|---|---|
| 1 | Super Picture Video Tape Recorder - Model #246 | 396.98 |
| 6 | VHS Video Cassettes #T-120 | 41.88 |
| | Total | 438.86 |
| | Kentucky Sales Tax | 21.94 |
| | Grand Total | 460.80 |

I am enclosing a bank check to cover the cost of these items.

Yours truly,

John Hill

BEST COPY AVAILABLE



Model Letter of Adjustment or Complaint

Route 5, Box 10
Elizabethtown, Kentucky 42701
November 20, 1984

Seven Seas Discount Store
1401 East Main Street
Frankfort, Kentucky 40601

Order Department Manager:

On Monday, November 20th, I received my order containing both the video tape recorder and the six video cassettes. When I opened the packages, I found that you had sent me BETA video cassettes rather than VHS video cassettes. Therefore, I am returning the BETA video cassettes. Please forward by returned parcel post the six VHS video cassettes.

Yours truly,

John Hill

# APPENDIX D

# AN EXAMPLE

# OF A

# RESUME

## RESUME_EXAMPLE

NAME:
ADDRESS:

ZIP CODE:
PHONE:

Ms. Ruth Jones
218 Elm Street
Elizabethtown, Kentucky
42701
502-737-2016

POSITION DESIRED:

Salesperson

WORK EXPERIENCE:

1971 - Present

Salesperson
Kitchen Appliances
Jones Appliance Company
2010 Dixie Avenue
Elizabethtown, Kentucky 42701

Responsible for the selling of kitchen appliances.
* Prepared all invoices for processing.
* Checked credit ratings of customers.
* Ordered new appliances from warehouse.
* Provided demonstrations of appliances.

1969 - 1971

Salesperson
Elizabethtown Furniture
216 North Mulberry Street
Elizabethtown, Kentucky 42701

Assisted the manager of the carpet department.
* Prepared carpet sample books.
* Served customers in making carpet choices.

1968 - 1969

Salesperson
Hardin Ice Cream Company
614 West Second Street
Elizabethtown, Kentucky 42701

Provided soda fountain service.
* Prepared various ice cream dishes.
* Operated the cash register.

EDUCATION:

High School diploma, 1968
West Hardin High School
Stephensburg, Kentucky 42781

REFERENCES:

1. Mr. Robert Jones, Manager
   Jones Appliance Company
   2010 Dixie Avenue
   Elizabethtown, Kentucky 42701

2. Mr. John Sparks, Manager
   Elizabethtown Furniture
   216 Mulberry Street
   Elizabethtown, Kentucky 42701

3. Ms. Daisy Bell, Manager
   Hardin Ice Cream Company
   614 West Second Street
   Elizabethtown, Kentucky 42701

4. Mr. John Date, Manager
   Second Federal Loan Bank
   114 South Young Street
   Elizabethtown, Kentucky 42701

5. Rev. John Smith
   First Baptist Church
   120 South Spring Drive
   Elizabethtown, Kentucky 42701

HCS